

**West Contra Costa Unified School District
Verde Elementary School
Restructuring**

SINGLE PLAN FOR STUDENT ACHIEVEMENT

2010-11



Board Approval Date:

Contact Person: **Lola Sims-Mudaavanha**
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**BOARD OF EDUCATION
2010-11**

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School Site Council (SSC) Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (***Check those that apply***):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: **September 23, 2010**.
7. The School Site Council will monitor the implementation and effectiveness of strategies in the plan at least twice during the **2010-11** school year, using the WCCUSD monitoring process.

Attested:

Rosemary Mauldin		
_____	_____	_____
Typed name of school principal	Signature of school principal	Date
 Deloris Parks		
_____	_____	_____
Typed name of SSC chairperson	Signature of SSC chairperson	Date

Assurances Regarding the School Safety Plan

The principal's signature verifies that **Verde Elementary School** has reviewed the school Safety Plan for **2010-11**. The plan was was not updated. Key elements of safety, emergency and crisis preparedness were reviewed and discussed with all school faculty and staff.

<u>Rosemary Mauldin</u>	_____	_____
Typed name of school principal	Signature of school principal	Date

Assurance Regarding the Library Plan

The principal's signature verifies that **Verde Elementary School** has reviewed the district Library Plan for **2010-11**.

<u>Rosemary Mauldin</u>	_____	_____
Typed name of school principal	Signature of school principal	Date

Assurance Regarding the Technology Plan

The principal's signature verifies that **Verde Elementary School:**
 will develop a Technology Plan for **2010-11**
 has updated the Technology Plan for **2010-11**

<u>Rosemary Mauldin</u>	_____	_____
Typed name of school principal	Signature of school principal	Date

**West Contra Costa Unified School District
Verde Elementary School
2010-11
School Site Council Membership Roster**

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Names of Members		Email address (Home mailing address if email n/a)	Phone Number	Term ends on*:	Identify Chair Person:
<i>Parent/Community Members</i>					
#1	Deloris Parks				[]
#2	Maricela Navarro				[]
#3	Patricia Lopez				[]
#4	Olivia Megana				[]
#5	Erika Beltran				[]
Tchr #1	Jeffrey Allred				[X]
Tchr #2	Catherine Culley				[]
Tchr #3	Fernanda Garcia				[]
Other	Francisco Ramirez				[]
Principal	Rosemary Mauldin				[]

Membership Composition:

Elementary (10 total)

- 1 Principal
- 3 classroom teachers
- 1 other school staff
- 5 parents/community members

* Indicate "n/a" if your council does not have SSC Bylaws that specify term limits.

Executive Summary

Equity, Student Achievement, Accountability for All, Safety, Community Engagement and Stewardship are the 2010-11 WCCUSD Goals. Our school establishes programs, activities and actions which are designed to continually address these goals.

GOALS:

Equity: Implement fair, evenhanded district and school level policies, practices, and actions that ensure each student counts, all students can learn, district resources are developed and deployed based on recognition and acknowledgement of the needs and strengths of each student, and all stakeholders are valued members of the WCCUSD community.

In 2010-11, we are continuing the Efficacy Single School Initiative, a comprehensive school reform process that engages the school community in a collective effort to accelerate all students to academic proficiency. We will follow the Equity Path in the WCCUSD which is as follows: Refuse to accept differential performance as the way it must be, recruit, hire and provide development to teachers and other staff who want to take on challenges we have here, Align the taught curriculum with written and tested curriculum, insist the teachers use research proven instructional practices, engage students with culturally relevant teaching practices, use and monitor data-disaggregate by race, intervene when students don't learn the first, second , third ...times, and recognize and act on three key concepts: that race matters, that white is a race, that racism is a system of advantage based on color, and that racism is institutional.

Student Achievement: Provide a clear, well-resourced and rigorous student achievement program that addresses the full range of student needs and results in all students being prepared for a successful life.

The Mission of Verde Elementary School is to build a learning community where students, staff, and parents bond while focusing on achievement to meet and exceed state standards. We strive to produce a school where all classrooms are focused on learning, with students striving to do their personal best as strategy-based and quality instruction permeate throughout the building. We strive to create a learning community that develops the heart, hands, and minds of all students. We will touch students' hearts through caring for the whole child; this means including families and community while focusing on our circle of influence. We will touch students' hands through the development of life skills. We will touch students' minds through learning about our different cultures and the importance of giving back to our community the new knowledge learned. All students will have access to the core curriculum.

The following information offers a snapshot of many of the programs that operate a Verde Elementary:

Verde runs an all day Kindergarten Program in two cycles. One cycle begins on the first day of school. This is to address the needs of students who are Intensive in learning based on the Dibels Assessment. The next cycle commences in January for the students who are Strategic or Benchmark. Students remain at school the entire day, and this enables them to review and master all Kindergarten Standards. This program gives Graduate Students hands-on experience, as well as allows teachers an opportunity to work on specific skills with individuals and small groups. We also provide dance, art, music, and sports in our Kindergartener's day.

The Verde Computer Lab currently has twenty-six multimedia computers. These computers will be used for students' enrichment in small groups as well a whole group instruction. Classroom teachers will help students in using technology to access information. Teachers will also teach students how to use technology to promote academic achievement. Students are encouraged to use the Web for learning Math and Language Arts via the County Office of Education, Edu-soft and Every Day Math.

The Verde Learning Center Model is currently following the Response to Intervention practice. This practice provides targeted differentiated instruction through the assessment process. This process utilizes all support people including the RSP teacher and all instructional aides as well as Roving Substitutes. Small ratios of teacher to students will be used in the classroom and the learning center as push in and pull-out model.

The Verde Partnership Garden is committed to providing quality care and supplemental education to Verde Elementary School children and their families. The objective is to use the garden as an outdoor laboratory to bring classroom learning to life. Students come to the garden for lessons integrated with their Open Court curriculum and for science and nutrition.

Family Nights and Enrichment Events will be offered periodically through the year to involve parents in their children's education directly. Grade level teams will alternately sponsor Family Nights. They will focus on reading and math. Enrichment Events will be sponsored by the school. Parents will be invited to attend workshops or conferences on how to prepare their children for future educational endeavors.

My Reading Coach is a digital reading program that emphasizes reading components such as phonemic awareness, segmentation, blending, oral reading and comprehension. This program is used to support FBB, BB and B students both in the technology center as well as the classroom.

The Y.M.C.A. supports the After School Enrichment Services,(ASES) in assuring students who are at-risk in ELA or Math receive additional support in their learning five days a week for three hours. More than 90 students per day receive intervention support, homework help and enrichment activities by classroom teachers and outside consultants in order to keep them engaged. In addition to this, two groups of Basic third grade students receive support using the Leap Track program. Lastly, students attending Verde, are given a choice of program providers through School Educational Services (SES) at no charge to them.

Verde's Bilingual Community Outreach Worker for Latino Students and Families is currently supporting Verde's large Spanish-speaking community. He supports teachers with SST planning and attendance. He also supports the SSC/ELAC by translation at meetings and events and also written/verbal connect ed. communications. He plans weekly Coffee Club meetings and arranges all guest speakers collaboratively with the Youth Enrichment Strategies (YES) program.

The Initiative adopted under our Program Improvement Year 5 restructuring plan is:

In 2010-11, we are continuing the Efficacy Single School Initiative, a comprehensive school reform process that engages the school community in a collective effort to accelerate all students to academic proficiency.

Accountability for All: Build a system of accountability for all that nurtures a culture where all administrators, teachers, district employees, families, students, and community members are accountable for their roles in improving student achievement.

As a part of school wide improvement, the **Data Teams**, composed of grade level teams, will meet once per week in an effort to upgrade curriculum, ensure quality instruction, and evaluate student assessments. These meetings provide a setting for data-driven information to be shared with grade levels enabling us to have constant communication to improve student achievement. Teachers will given strategies on differentiation of instruction, current professional development practices, as well as opportunities to observe best practices in other classrooms. Ms. Quintal will support the ELA while Ms. Conner will support writing. A math consultant will support our math program.

The **I Can Schedule** is a daily rigorous schedule change designed to help Program Improvement School to improve academic achievement for all students. Students have extended instructional time during school taught by teachers in a structured Academic Language Development and English Development Block and after school intensive intervention instruction delivered by school administrators.

The **Instructional Leadership Team (ILT)** consists of the principal, vice principal and lead teachers from grades K-6. The ILT meets monthly with the principal and biweekly with support staff to address academic concerns, recommend intervention strategies, and advise of needed supplemental materials and supplies.

Verde School's **ELAC** is an integral part of the SSC, as over half of our student population is English Learners, and is increasing steadily. We are committed to continually strengthening our ELAC to meet the needs of our English Learners

Safety: Implement strategies that ensure 1) safe, positive learning and working environments, 2) site preparedness for any crisis or emergency.

Verde knows that a safe environment is a critical element in students success. Safety issues are reviewed and discussed annually, during the first month of the school year by the school safety and emergency team. Staff and students are trained at the beginning of the year, with monthly practice drills. Parents are notified of emergency procedures. The school staff is trained during staff development and teachers are responsible for training their students. Parents are given a school safety packet by January.

Verde is supervised from 8:00. The After-school programs will be offered Monday through Friday, until 6pm. Students who are not involved in the after-school program are encouraged to go home when school is out. All visitors are required to check in at the office.

Verde site administrators, teachers and staff will be trained in The Standard Emergency Management System (SEMS). Each staff person will then be assigned an emergency/safety station and given specific responsibilities to perform. An emergency kit and supplies are provided for each classroom. The kit consists of water, fruit roll-ups and nuts, etc. for energy.

Verde's after-school program provides a safe place for students to spend the afternoon hours. During the after-school program students are engaged in academically enriching activities, and neither contribute to nor become victims of the crime that is prevalent in the neighborhood.

Verde will also seek to maintain a secure campus by having students follow the uniform policy adopted by the district.

Verde will also provide adequate professional development opportunities for staff on how to deal with the social, emotional, and developmental needs of our students.

Verde will also provide effective confidential support and referral services, through SST meetings, for students needing help in various areas including academic, emotional, or behavioral. This process will be organized by each classroom teacher.

Verde will also provide conflict resolution or behavior management instruction through the peacemakers conflict management program . Sports4kids will provide structured activities during recess thus providing for a safer environment for students during play activity.

Community Engagement: Engage the community in a process that provides for open, transparent, and inclusive participation of community stakeholders in WCCUSD planning and provides for meaningful dialogue on critical issues. This will be fostered and sustained on a district-wide level by continuously improving WCCUSD internal capacities and capabilities to engage all stakeholders.

Verde's community involvement is multifaceted because we know that the success of our students depends on the partnership between home and school.

Parent education is offered monthly in a staff development format. Parents receive first-hand information from our writing /language arts consultant to help them become effective partners and resources in the education of our students. Parents will also receive training in Efficacy concepts and tools. After school as well as Saturday trainings will be offered.

Verde has a Family Literacy Program that offers Adult Education Classes to Verde Parents. This program is sponsored by Contra Costa County and is site based.

Parental involvement activities include: Family Literacy and Math Nights sponsored by Grade Level Teams to promote proficiency targets, School Site Council, English Language Advisory Committee, Coffee Parent Club and Morning Frontloading activities that focus on math and literacy.

Stewardship: Continually strive to improve the effective and efficient use of financial and other resources. Stewardship is the wise use of resources and the attribute by which the district can build and maintain public trust.

Throughout the year, we focus relentlessly on monitoring our use and maintenance of all of our resources. We have systems in place for planning and tracking our expenditures to ensure that we use our funds wisely and appropriately. All materials and equipment purchased with our site funds are in use and accounted for at the end of each year. All staff know their assigned duties and responsibilities; they work daily in these endeavors designed to increase the academic achievement of our students.

Description of any grants (i.e., Scully) that are not under the purview of the SSC, yet contribute to the school's path to academic excellence:

Program Name: **Scully Foundation Grant**
Program Focus: **Grant designed to improve student achievement**

Program Name: **ASES Grant (\$97,826)**
Program Focus: **Grant designed to improve student achievement**

SPSA Stakeholder Involvement

The School Site Council (SSC) works effectively with its stakeholders to complete the variety of tasks involved in developing, implementing, and monitoring the effectiveness of the Single Plan for Student Achievement (SPSA).

As the lead group, the SSC agrees to the following procedures for completing all work involving the SPSA:

Choose one task management option for each step				
	Task	SSC Actively Involved in Task	or	Task Delegated to
Step 1	Analyze CST and local assessment data	Process:	or	Process: The Instructional Leadership Team (ILT) consists of the principal, vice principal and lead teachers from grades K-6. The ILT will meet monthly with the SSC and biweekly with support staff to address academic concerns, recommend intervention strategies, and advise of needed supplemental materials and supplies.
Step 2	Gather input from (check all that apply) <input checked="" type="checkbox"/> GATE <input checked="" type="checkbox"/> ELAC <input checked="" type="checkbox"/> CAC <input type="checkbox"/> Others	Process: These groups will meet monthly with the SSC to share data gathered from classroom walkthrough, personal observations and parent and district conferences.	or	Process:
Step 3	SPSA strategies development	Process: The SSC will develop strategies based on the information and data received from the different advisory groups (i.e. ILT, ELAC, etc.)	or	Process:
Step 4	Budget development	Process:	or	Process: Principal and Project Assistant will develop a budget with the SSC and ELAC elected members.
Step 5	Finalize and submit SPSA for School Board Approval	Date: September 23, 2010		
Step 6	SPSA monitoring	Process: The SSC will be responsible for the monitoring of the SPSA. With the help of the different advisory groups they will monitor the implementation and gathering of evidence.	or	Process:

**ACTION PLAN
FOR IMPROVING STUDENT ACHIEVEMENT
(CURRICULUM AND INSTRUCTION)**

Elementary/Middle School ELA Goals and Indicators

Status of 2009-10 AYP Goal

2009-10 NCLB AYP Goal for ELA of 56.8% met for all students and all significant subgroups

- or -

Made AYP by Safe Harbor or other CDE Criteria

2009-10 established school goal for ELA of % met for all students and all significant subgroups

- or -

2009-10 AYP Goal for ELA of 56.8% not met in the following areas: **school wide or by any subgroup**

2010-11 AYP Goal (Check One)

Our goal for **2010-11** is that **72.6% of all students** and all **numerically significant subgroups** will be proficient in **ELA**. This goal is based on the NCLB AYP target of **67.6%** proficient, plus the additional **5%** District level requirement.

- or -

We have met the **2010-11** school-wide NCLB and District target AYP goal for **ELA** of **72.6%**. We have established the following goal:

**ELA Data Analysis
(3-Year Comparison)**

CST (AYP) Performance - School Wide

	2007-08		2008-09		2009-10	
	%	#	%	#	%	#
Students at/above proficient	24.7	48	27.1	49	29.1	53
Students at basic and below	75.3	146	72.9	132	70.9	129
Total valid scores	100	194	100	181	100	182
Total increase required during 2010-11 to meet the goal for ELA:					43.5%	80
Description of findings:						

CST (AYP) Performance by Subgroup - African-American

<input checked="" type="checkbox"/> Significant Subgroup	2007-08		2008-09		2009-10	
	%	#	%	#	%	#
Students at/above proficient	28.8	15	32.1	17	26.9	14
Students at basic and below	71.2	37	67.9	36	73.1	38
Total valid scores	100	52	100	53	100	52
Total increase required during 2010-11 to meet the goal for ELA:					45.7%	24
Description of findings:						
<input type="checkbox"/> Area of strength <input type="checkbox"/> Area of concern						

CST (AYP) Performance by Subgroup - Latino

<input checked="" type="checkbox"/> Significant Subgroup	2007-08		2008-09		2009-10	
	%	#	%	#	%	#
Students at/above proficient	23.5	32	25.8	31	29.9	35
Students at basic and below	76.5	104	74.2	89	70.1	82
Total valid scores	100	136	100	120	100	117
Total increase required during 2010-11 to meet the goal for ELA:					42.7%	32
Description of findings:						
<input type="checkbox"/> Area of strength <input type="checkbox"/> Area of concern						

CST (AYP) Performance by Subgroup - White

<input type="checkbox"/> Significant Subgroup	2007-08		2008-09		2009-10	
	%	#	%	#	%	#
Students at/above proficient	--	--	--	--	--	--
Students at basic and below	--	--	--	--		
Total valid scores	100	0	100	0		0
Total increase required during 2010-11 to meet the goal for ELA:					%	
Description of findings:						
<input type="checkbox"/> Area of strength <input type="checkbox"/> Area of concern						

CST (AYP) Performance by Subgroup - Asian

<input type="checkbox"/> Significant Subgroup	2007-08		2008-09		2009-10	
	%	#	%	#	%	#
Students at/above proficient	--	--	--	--	--	--
Students at basic and below	--	--	--	--		
Total valid scores	100	5	100	5		10
Total increase required during 2010-11 to meet the goal for ELA:					%	
Description of findings:						
<input type="checkbox"/> Area of strength <input type="checkbox"/> Area of concern						

CST (AYP) Performance by Subgroup - EDY (SED)

<input checked="" type="checkbox"/> Significant Subgroup	2007-08		2008-09		2009-10	
	%	#	%	#	%	#
Students at/above proficient	24.7	48	27.1	49	28.7	52
Students at basic and below	75.3	146	72.9	132	71.3	129
Total valid scores	100	194	100	181	100	181
Total increase required during 2010-11 to meet the goal for ELA:					43.9%	80
Description of findings:						
<input type="checkbox"/> Area of strength <input type="checkbox"/> Area of concern						

CST (AYP) Performance by Subgroup - English Learners

<input checked="" type="checkbox"/> Significant Subgroup	2007-08		2008-09		2009-10	
	%	#	%	#	%	#
Students at/above proficient	20.0	26	23.5	27	30.7	35
Students at basic and below	80	104	76.5	88	69.3	79
Total valid scores	100	130	100	115	100	114
Total increase required during 2010-11 to meet the goal for ELA:					41.9%	48
Description of findings:						
<input type="checkbox"/> Area of strength <input type="checkbox"/> Area of concern						

Elementary/Middle School MATH Goals and Indicators

Status of 2009-10 AYP Goal

2009-10 NCLB AYP Goal for MATH of 58% met for all students and all significant subgroups

- or -

Made AYP by Safe Harbor or other CDE Criteria

2009-10 established school goal for MATH of% met for all students and all significant subgroups

- or -

2009-10 AYP Goal for MATH of 58% not met in the following areas: **school wide or by any subgroup**

2010-11 AYP Goal (Check One)

Our goal for 2010-11 is that **73.5% of all students** and all **numerically significant subgroups** will be proficient in Math. This goal is based on the NCLB AYP target of **68.5%** proficient, plus the additional **5%** District level requirement.

- or -

We have met the **2010-11** school-wide NCLB and District target AYP goal for **MATH** of **73.5%**. We have established the following goal:

MATH Data Analysis (3-Year Comparison)

CST (AYP) Performance - School Wide

	2007-08		2008-09		2009-10	
	%	#	%	#	%	#
Students at/above proficient	47.9	93	38.7	70	40.3	73
Students at basic and below	52.1	101	61.3	111	59.7	108
Total valid scores	100	194	100	181	100	181
Total increase required during 2010-11 to meet the goal for MATH :					33.2%	60
Description of findings:						

CST (AYP) Performance by Subgroup - African-American

<input checked="" type="checkbox"/> Significant Subgroup	2007-08		2008-09		2009-10	
	%	#	%	#	%	#
Students at/above proficient	50.0	26	30.2	16	41.2	21
Students at basic and below	50	26	69.8	37	58.5	30
Total valid scores	100	52	100	53	100	51
Total increase required during 2010-11 to meet the goal for MATH :					32.3%	17
Description of findings:						
<input type="checkbox"/> Area of strength <input type="checkbox"/> Area of concern						

CST (AYP) Performance by Subgroup - Latino

<input checked="" type="checkbox"/> Significant Subgroup	2007-08		2008-09		2009-10	
	%	#	%	#	%	#
Students at/above proficient	47.1	64	43.3	52	39.3	46
Students at basic and below	52.9	72	56.7	68	60.7	71
Total valid scores	100	136	100	120	100	117
Total increase required during 2010-11 to meet the goal for MATH :					34.2%	40
Description of findings:						
<input type="checkbox"/> Area of strength <input type="checkbox"/> Area of concern						

CST (AYP) Performance by Subgroup - White

<input type="checkbox"/> Significant Subgroup	2007-08		2008-09		2009-10	
	%	#	%	#	%	#
Students at/above proficient	--	--	--	--	--	--
Students at basic and below	--	--	--	--		
Total valid scores	100	0	100	0		0
Total increase required during 2010-11 to meet the goal for MATH :					%	
Description of findings:						
<input type="checkbox"/> Area of strength <input type="checkbox"/> Area of concern						

CST (AYP) Performance by Subgroup - Asian

<input type="checkbox"/> Significant Subgroup	2007-08		2008-09		2009-10	
	%	#	%	#	%	#
Students at/above proficient	--	--	--	--	--	--
Students at basic and below	--	--	--	--		
Total valid scores	100	5	100	5		10
Total increase required during 2010-11 to meet the goal for MATH :					%	
Description of findings:						
<input type="checkbox"/> Area of strength <input type="checkbox"/> Area of concern						

CST (AYP) Performance by Subgroup - EDY (SED)

<input type="checkbox"/> Significant Subgroup	2007-08		2008-09		2009-10	
	%	#	%	#	%	#
Students at/above proficient	47.9	93	38.7	70	40.0	72
Students at basic and below	52.1	101	61.3	111	60	108
Total valid scores	100	194	100	181	100	180
Total increase required during 2010-11 to meet the goal for MATH :					33.5%	61
Description of findings:						
<input type="checkbox"/> Area of strength <input type="checkbox"/> Area of concern						

CST (AYP) Performance by Subgroup - English Learners

<input checked="" type="checkbox"/> Significant Subgroup	2007-08		2008-09		2009-10	
	%	#	%	#	%	#
Students at/above proficient	45.4	59	38.3	44	42.1	48
Students at basic and below	54.6	71	61.7	71	57.9	66
Total valid scores	100	130	100	115	100	114
Total increase required during 2010-11 to meet the goal for MATH :					31.4%	36
Description of findings:						
<input type="checkbox"/> Area of strength <input type="checkbox"/> Area of concern						

**Academic Performance Index (API)
All Students**

Base 2009 API	2010 Growth Target Points	2010 API	Growth Points	Met API
647	8	686	39	Yes

English Learner Goals

Status of 2009-10 AMAO 1 Goal (Check One)

2009-10 NCLB AMAO 1 goal of 53.1% of English learners meeting the annual growth target met.

- or -

2009-10 NCLB AMAO 1 goal of 53.1% of English learners meeting the annual growth target not met.

Status of 2009-10 AMAO 2 Goal (Check One) – 2 Cohorts

2009-10 NCLB AMAO 2 Cohort 1 goal of 17.4% of English learners attaining English proficiency (defined as a score of Early Advanced or Advanced with no skill area below Intermediate) met.

-and-

2009-10 NCLB AMAO 2 Cohort 2 goal of 41.3% of English learners attaining English proficiency (defined as a score of Early Advanced or Advanced with no skill area below Intermediate) met.

- or -

2009-10 NCLB AMAO 2 Cohort 1 goal of 17.4% not met.

-and-

2009-10 NCLB AMAO 2 Cohort 2 goal of 41.3% not met.

New 2010-11 AMAO 1 Goal (Check One)

Our goal for 2010-11 is to meet or exceed the NCLB AMAO 1 goal of 54.6% of our English learners meeting the annual growth target.

- or -

We have met the 2010-11 NCLB AMAO 1 goal of 54.6%. We have established the following goal

New 2010-11 AMAO 2 Goal (Check One) – 2 Cohorts

Our goal for 2010-11 is that English learners will meet the NCLB AMAO 2 Cohort 1 target of 18.7%

-and-

NCLB AMAO 2 Cohort 2 target of 43.2%

- or -

We have met the 2010-11 NCLB AMAO 2 Cohort 1 target of 18.7%.

-and-

NCLB AMAO 2 Cohort 2 target of 43.2%

We have established the following goal

**Comparison of AMAO Data
(Annual Measurable Achievement Objectives - Measured by CELDT)**

AMAO 1 - Annual Growth

Percentage of English learners (EL) who have met the growth target (e.g., moved one level or more).

AMAO 1	2008-09		2009-10	
	%	#	%	#
Students met AMAO 1	48.6%	71	43.5%	64
Students did not meet AMAO 1	46.8%	75	55.2%	83
Total # in Cohort 1*	95.4%	146	98.7%	147
Total increase required during 2010-11 to meet the goal:			11.1%	17

*** Cohort 1 includes:**

EL students at the Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced levels who have matched scores.

AMAO 2 - Attaining English Proficiency

Percentage of English learners (EL) who have reached English proficiency, defined as score of Early Advanced or Advanced with no skill area below Intermediate.

Cohort 1 AMAO 2	2009-10	
	%	#
Students in Cohort 1 met AMAO 2	12.3%	20
Students in Cohort 1 did not meet AMAO 2	87.7%	142
Total in Cohort 1 AMAO 2	100%	162
Total increase required during 2010-11 to meet the Cohort 1 AMAO 2 goal:		6.4%

Cohort 2 AMAO 2	2009-10	
	%	#
Students in Cohort 2 met AMAO 2	*%	*
Students in Cohort 2 did not meet AMAO 2	%	
Total in Cohort 2 AMAO 2	%	21
Total increase required during 2010-11 to meet the Cohort 2 AMAO 2 goal:		%

Two Cohorts for 2009-10 include:

Cohort 1:

ELs, including new enrollees, enrolled less than 5 years

Cohort 2:

ELs enrolled 5 years or more

Please note: If the cohort size is smaller than 30, no AMAO results are available.

**QEIA Checklist and Monitoring
(Harding, Nystrom, Peres, Stege - Only)**

Academic Performance Index (API)

2010-11 Narrative Description:			
2009 API of 652 reflects a -24 point growth	2009-10 target 2010 API of 686 reflects a 39 point growth <input type="checkbox"/> <input type="checkbox"/> Met <input type="checkbox"/> <input type="checkbox"/> Not Met	2010-2011 target 2011 API of TBD reflects a TBD point growth <input type="checkbox"/> <input type="checkbox"/> Met <input type="checkbox"/> <input type="checkbox"/> Not Met	2011-2012 target 2012 API of TBD reflects a TBD point growth <input type="checkbox"/> <input type="checkbox"/> Met <input type="checkbox"/> <input type="checkbox"/> Not Met
For additional information see SPSA sections:			

Class Size Reduction

2010-11 Narrative Description:			
2008-09 baseline N/A	2009-10 target CSR teachers required for class size ratios of <input type="checkbox"/> <input type="checkbox"/> Met <input type="checkbox"/> <input type="checkbox"/> Not Met	2010-2011 target CSR teachers required for class size ratios of <input type="checkbox"/> <input type="checkbox"/> Met <input type="checkbox"/> <input type="checkbox"/> Not Met	2011-2012 target CSR teachers required for class size ratios of <input type="checkbox"/> <input type="checkbox"/> Met <input type="checkbox"/> <input type="checkbox"/> Not Met

Highly Qualified Teachers (HQT)

2010-11 Narrative Description: One third grade teacher is still working on securing his teaching credential and I am supporting him by allowing him to attend his classes directly after school in order to focus on his professional development.			
2008-09 baseline	2009-10 target 100% of all teachers <input type="checkbox"/> <input type="checkbox"/> Met <input type="checkbox"/> <input type="checkbox"/> Not Met	2010-2011 target 100% of all teachers <input type="checkbox"/> <input type="checkbox"/> Met <input checked="" type="checkbox"/> <input type="checkbox"/> Not Met	2011-2012 target 100% of all teachers <input type="checkbox"/> <input type="checkbox"/> Met <input type="checkbox"/> <input type="checkbox"/> Not Met

Average Teaching Experience (ATE)

2010-11 Narrative Description:			
2008-09 Actual:	2009-10 TEI target 2.3 <input type="checkbox"/> <input type="checkbox"/> Met <input type="checkbox"/> <input type="checkbox"/> Not Met	2010-2011 TEI target 4.7 <input type="checkbox"/> <input type="checkbox"/> Met <input type="checkbox"/> <input type="checkbox"/> Not Met	2011-2012 TEI target 7 <input type="checkbox"/> <input type="checkbox"/> Met <input type="checkbox"/> <input type="checkbox"/> Not Met

Teacher Professional Development Requirement

2010-11 List of PD activities and sessions:			
2008-09 baseline N/A	2009-10 target 1/3 of teachers have 40 hours PD <i>and</i> All teachers have some PD [] Met [] Not Met	2010-2011 target 1/3 of teachers have 40 hours PD <i>and</i> All teachers have some PD [] Met [] Not Met	2011-2012 target 1/3 of teachers have 40 hours PD <i>and</i> All teachers have some PD [] Met [] Not Met
For additional information see SPSA sections:			

Para-Professional Development Requirement (if applicable)

2010-11 List of PD activities and sessions:			
2008-09 baseline N/A	2009-10 target [] Met [] Not Met	2010-2011 target [] Met [] Not Met	2011-2012 target [] Met [] Not Met
For additional information see SPSA sections:			

Attendance

2010-11 Narrative Description:			
2008-09 baseline	2009-10 target [] Met [] Not Met	2010-2011 target [] Met [] Not Met	2011-2012 target [] Met [] Not Met
For additional information see SPSA sections:			

Williams' Requirements Met

[] 2008-09	[] 2009-10	[] 2010-2011	[] 2011-2012
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System-wide Barriers

The following system-wide barriers have impacted our ability to meet our academic goals. Check all that apply and provide brief description of issue(s) and where applicable any site determined strategy for overcoming the barrier(s).

Barrier Description	Strategy for Overcoming Barrier
<input checked="" type="checkbox"/> Staffing: Training for teachers is needed for all subject areas.	<input type="checkbox"/> * Teacher trainings should be available in the summer and on the weekends in order to avoid time lost in daily teaching.
<input type="checkbox"/> Facilities maintenance:	<input type="checkbox"/> *
<input type="checkbox"/> Facility capacity (space for classrooms/programs):	<input type="checkbox"/> *
<input type="checkbox"/> Safety:	<input type="checkbox"/> *
<input type="checkbox"/> Materials availability:	<input type="checkbox"/> *
<input type="checkbox"/> Technology:	<input type="checkbox"/> *
<input type="checkbox"/> Fiscal Support:	<input type="checkbox"/> *
<input type="checkbox"/> Compliance Support:	<input type="checkbox"/> *
<input type="checkbox"/> Curriculum and Instruction Support:	<input type="checkbox"/> *
<input type="checkbox"/> Other:	<input type="checkbox"/> *

* A check in the box indicates that completion of this section requires additional central administrative department support.

Student Achievement

Reading Language Arts - RLA #1

Strategy to be used during the 2010-11 school year:

Daily teaching of written and oral language conventions and daily oral language fluency practice across the curriculum.

Description of the above strategy:

At each grade level students will be taught the appropriate conventions of writing and speaking which include writing and speaking complete coherent sentences, use of proper grammar, knowledge of basic punctuation, use of correct capitalization and how to spell words correctly in all subject areas. Teachers will also focus on daily oral fluency lessons using OCR intervention books for at least 15 minutes.

This strategy will address the specific learning needs of students in the following subgroups:

<input checked="" type="checkbox"/> African-American	<input checked="" type="checkbox"/> Latino	<input checked="" type="checkbox"/> EDY
<input checked="" type="checkbox"/> EL	<input checked="" type="checkbox"/> Special Ed.	<input type="checkbox"/> Other:

This strategy will address the content cluster area of **Writing**:

<input checked="" type="checkbox"/> Written Conventions	<input checked="" type="checkbox"/> Writing Strategies
---	--

We have used this strategy for **two** year(s) and plan to continue the strategy this year because data shows **(include findings from the SPSA Monitoring form where available):**
SPSA monitoring indicates that this strategy has been very effective. The writing specialist, Mrs. Conner, has had significant effect on improving students skills along with the use of the Triad Writing Model.

- or -

This is a new strategy this year.

Action steps to implement the strategy:

By August, 2010 we will have hired Nora Conners as a writing specialist intervention teacher and Mary Quintal as a literacy consultant. We will have also hired a Graduate Tutor to help support teachers in the classroom.

By November, 2010 we will .

By January, 2011 we will have continued to have training presented by Mary Quintal and support of intervention writing specialist Nora Conner. Teachers and support staff will have conducted ongoing monitoring of student progress.

By March, 2011 we will continue to monitor student progress and make adjustments as necessary by reviewing formative assessment.

By June, 2011 we will have completed all training, assessment reports and evaluations. Students achievement will be recognized at an award ceremony.

Materials necessary to implement the strategy:

Focus	Materials
Program Specific for Student Use (001)	Triad writing folders(with appropriate labels developed by Mary Quintal), personal dictionaries for upper graders, for each grade level. Promethean Intergrated Teacher Resource (Access Writing Lesson Across the Curriculum), GBC Laminating Machine and Maintenance Service GBC.
Parent (008)	Home Connection materials for Open Court, Parent -Teacher collaboration meetings, and award assemblies.
Professional Dev (024)	
Technology (001)	LCD Projectors and Document Cameras, Updated Language Arts Software, computers and supplies for maintenance and updates
Library (006)	Supplies to maintain books

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card
Certificated Additional Hours: Staff Development Teacher Temp Extra Hire			[X]
Certificated Additional Hours: After School Tutoring Teacher Temp Extra Hire			[X]
Intervention Writing Specialist			[X]

Additional classified staff to implement the strategy:

Position	# Hours FTE	or	Hourly/Time Card
Library Assistant			[X]
Graduate Tutor			[X]

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference
OCR and the Triad Writing Model (Writing and Language Arts Specialist)	Mary Quintal	[]		[X]		[]
Read Naturally Reading Program	District Sponsored	[X]		[]		[]
Moving Into English Training	District Sponsored	[X]		[]		[]

Teacher collaboration time to implement the strategy:

Activity	Frequency		
	Weekly	Monthly	Other
Teachers will meet in grade level teams on Wednesdays to discuss ideas and strategies for student success.	[X]	[]	
Academic Language Development and English Language Development Block per grade level.	[X]	[]	

Parent involvement activities to support the strategy

Activity	Focus		
	Academics	Community Building	Communications
Mary Quintal wil conduct parent classes once per month during the Parent Coffee Club. She will teach parents OCR strategies to use with their children at home.	[X]	[X]	[X]
Parent Walkthroughs: parents will conduct equity walkthroughs within the classrooms.	[X]	[X]	[X]
Parents will attend conferences that will help them develop strategies that will improve their student's academic achievement at school and home.	[X]	[X]	[X]

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)
K	Farm and Zoo	Identifying key words in various literature on animals
K-6	Farm and Zoo	Writing book reports on animals
K-6	Zoo	Sumarize in writing what they have learned from hands on investigation
K-6	Chabot Space and Science Center	Students make oral presentations of their science investigations
K-6	California Museums California Missions	Students give written reports and oral presentations of findings
K-6	Tilden Park	Students give written reports and oral presentations of findings
K-6	Historical Museums	Students give written reports and oral presentations of findings

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)
K-6	Tutorworks-contracted daily tutoring for all grade levels
K-6	SAIT Consultants
K-6	Consultant:Verde Garden Project

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
DIBELS Assesment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OCR Benchmark Assessments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Writing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher and Parent Walkthrough Observation Notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Categorical funds used to implement the strategy: (check all that apply)

<input checked="" type="checkbox"/> Title I	<input checked="" type="checkbox"/> EIA/SCE	<input type="checkbox"/> Other:
<input checked="" type="checkbox"/> Title I parent involvement	<input type="checkbox"/> QEIA	<input type="checkbox"/> Other:
<input type="checkbox"/> EIA/LEP	<input checked="" type="checkbox"/> Other: ARRA	<input type="checkbox"/> Other:
Estimated Cost for Strategy:		\$101,365.00

Student Achievement

Reading Language Arts - RLA #2

Strategy to be used during the 2010-11 school year:

Increase student achievement by effectively implementing the RTI Three Tiered Model.

Description of the above strategy:

Provide targeted differentiated instruction through the assessment process of leveling classes in each grade level for one hour each day. This process utilizes all support people including the RSP teacher and all instructional aides. Small ratios of teacher to student will be used in the classroom and the learning center as push in and pull-out model. The Writing Specialist (Nora Conner) will specifically implement strategies to target Hispanic/Latino students for support in mastering grade level standards in ELA in order to increase percentage of students scoring proficient and above. The Writing Specialist will also implement school-wide strategies to increase student achievement in Word Analysis and Vocabulary Development and Reading Comprehension.

This strategy will address the specific learning needs of students in the following subgroups:

<input checked="" type="checkbox"/> African-American	<input checked="" type="checkbox"/> Latino	<input checked="" type="checkbox"/> EDY
<input checked="" type="checkbox"/> EL	<input checked="" type="checkbox"/> Special Ed.	<input type="checkbox"/> Other:

This strategy will address the content cluster area of:

<input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Vocabulary	<input type="checkbox"/> Other:
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We have used this strategy for **one** year(s) and plan to continue the strategy this year because data shows (include findings from the SPSA Monitoring form where available): **that in the last three years there has been a significant increase in ELA scores schoolwide: 2006-07 15%, 2007-08 24.7% and 2008-09 27.1%.The individual professional development provided by Mary Quintal and the targeted follow through of the writing specialist Mrs. Conner has had significant effect on improving students skills.**

- or -

This is a new strategy this year.

Action steps to implement the strategy:

By August 2010 we will have hired additional support staff, which would include a writing intervention specialist (Ms. Conner) and intervention roving subs.

By September 2010 we will have given all students the DIBELS assessment in order to place identified students in need of intervention.

By October 2010 we will identified students in need of intensive intervention and have began servicing them in our learning center model which includes a push-in and pull-out model with our RSP teacher, RSP instructional Aide, Writing Intervention Specialist and Intervention Roving Subs.

By November, 2010 we will have hired Mary Quintal to continue professionl development with teaching staff and a Graduate Tutor to further assist with our learning center model. We will administer the Dibel's Assessment again to monitor student progress and make adjustments as necessary.

By February, 2011 we will administer the DIBELS Assessment again to monitor student progress and make adjustments as necessary. Grade level teams will meet and evaluate assessment data on all students being served by the learning center and make recommendations for further intervention as necessary.

By June ,2011 we will have completed the monitoring process and held schoo-lwide assemblies to acknowledge student achievement.

Materials necessary to implement the strategy:

Focus	Materials
Program Specific for Student Use (001)	LEAP track, supplemental reading materials
Parent (008)	Materials and supplies necessary for weekly or monthly parent newsletter.
Professional Dev (024)	
Technology (001)	LEAP track pads, Headsets, CD players, and Copy Machine
Library (006)	Library barcodes and classroom set of library books

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card
Certificated Additional Hours: Teacher Temp Extra Afterschool			[X]
Certificated Additional Hours: Staff Development Teacher Temp Extra Hours			[X]

Additional classified staff to implement the strategy:

Position	# Hours FTE	or	Hourly/Time Card
Graduate Tutor			[X]

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference
Writing / Reading Workshops	Nora Conner	[X]		[]		[]
OCR and Triad Writing Model	Mary Quintal	[]		[X]		[]
Teacher OCR best practice demonstrations	Teaching Staff	[X]		[]		[]

Teacher collaboration time to implement the strategy:

Activity	Frequency		
	Weekly	Monthly	Other
Teachers will meet in grade level teams on Wednesdays to discuss ideas and strategies for student success.	[X]	[]	
Academic Language Development and English Language Development Block per grade level.	[X]	[]	

Parent involvement activities to support the strategy

Activity	Focus		
	Academics	Community Building	Communications
Parents will attend conferences that will help them develop strategies that will improve their student's academic achievement at school and home.	[]	[]	[]
Parents will attend Family Literacy Night	[X]	[X]	[X]
Mary Quintal wil conduct parent classes once per month during the Parent Coffee Club. She will teach parents OCR strategies to use with their children at home.	[X]	[X]	[X]

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)
K-6	California Academy of Science	Students give oral presentations or written reports in response to investigation of Academy
K-3	Jelly Belly Factory	Students write reports on how a factory functions
4-6	Muir Woods	Students write various forms of nature poetry

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)
K-6	Consultants: SAIT
K-6	Consultants: Tutor Works tutoring students daily
K-6	Body Coding A-Z

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
DIBELS Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OCR Benchmark Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Student Language Arts and Writing Work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District Benchmarks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Categorical funds used to implement the strategy: (check all that apply)

<input checked="" type="checkbox"/> Title I	<input checked="" type="checkbox"/> EIA/SCE	<input type="checkbox"/> Other:
<input checked="" type="checkbox"/> Title I parent involvement	<input type="checkbox"/> QEIA	<input type="checkbox"/> Other:
<input type="checkbox"/> EIA/LEP	<input checked="" type="checkbox"/> Other: Scully	<input type="checkbox"/> Other:
Estimated Cost for Strategy:		\$16,268

Student Achievement

Math #1

Strategy to be used during the 2010-11 school year:

Provide intensive intervention to FBB and BB students in small group settings.

Description of the above strategy:

Classroom teachers will work with small groups within the classroom using district approved Everyday Math Program. While students are working independently reviewing facts or playing Everyday Math Games (Already taught by teachers) teachers will provide small group intensive remedial instruction for students that are struggling. Graduate Tutors and Roving Math Subs will also assist in working with students in small groups. Teachers will utilize the computer lab where students will receive additional practice using Everyday Math Program.

This strategy will address the specific learning needs of students in the following subgroups:

<input checked="" type="checkbox"/> African-American	<input checked="" type="checkbox"/> Latino	<input checked="" type="checkbox"/> EDY
<input checked="" type="checkbox"/> EL	<input checked="" type="checkbox"/> Special Ed.	<input type="checkbox"/> Other:

This strategy will address the content cluster area(s) of:

<input checked="" type="checkbox"/> Algebra & Functions	<input checked="" type="checkbox"/> Measurement & Geometry	<input checked="" type="checkbox"/> Statistics, Data, Probability
<input checked="" type="checkbox"/> Other: Number Sense; Place Value		

We have used this strategy for year(s) and plan to continue the strategy this year because data shows **(include findings from the SPSA Monitoring form where available):**

- or -

This is a new strategy this year.

Action steps to implement the strategy:

By August, 2010 we will have hired qualified teaching staff and made sure that all teachers have Everyday Math Materials necessary for implementation of math program.

By August/ September 2010 we will have had teachers analyze CST data and indentified FBB and BB students in the area of mathematics. Through daily assessment embedded within the Everyday Math Program teachers will start to keep track of students that need to be pulled and worked with in small groups.

By November/December 2010 we will monitor progress of students using District Everyday Math Assessments , Inquiry Circle and Classroom Daily Assessments. We will also have a family math night to teach parents Everyday Math Games and Procedures so that they can practice with students at home and at school.

By March/April/May 2011 we will compiled assessment data on all students and meet in grade level teams to evaluate data and share best practices in the classroom.

By June 2011 we will meet in grade level groups to have a year-end program review and plan for the next year. We will also have a schoolwide assembly to acknowledge student achievement.

Materials necessary to implement the strategy:

Focus	Materials
Program Specific for Student Use (001)	Everyday Math Materials, supplemental math materials, math journals,copy paper and small printers.
Parent (008)	Math Family Night Supplies
Professional Dev (024)	
Technology (001)	
Library (006)	

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference
Best Practices Shared In Grade Level Meetings	Teaching Staff	[X]		[]		[]
District Everyday Math Training	District Presenters	[X]		[]		[]

Teacher collaboration time to implement the strategy:

Activity	Frequency		
	Weekly	Monthly	Other
Teachers will meet in grade level teams on Wednesdays to discuss ideas and strategies for student success.	[X]	[]	

Parent involvement activities to support the strategy

Activity	Focus		
	Academics	Community Building	Communications
Parents will attend family math nights in order to learn strategies to help with student achievement	[X]	[X]	[X]
Parents will participate in school walkthroughs in order to observe teacher practices and strategies	[X]	[]	[X]
Home Connection Letters from Everyday Math Program	[]	[]	[]

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)
K-6	Graduate Tutors and Math Roving Subs.

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Everyday Math Box Assessments	[]	[]	[X]	[]
Everyday Math Unit Assessments	[]	[]	[X]	[]
District Benchmark Assessments	[X]	[]	[]	[]
Edu-Soft Teacher generated test	[]	[]	[]	[X]
Student Work	[]	[X]	[]	[]

Categorical funds used to implement the strategy: (check all that apply)

[X] Title I	[] EIA/SCE	[] Other:
[X] Title I parent involvement	[] QEIA	[] Other:
[] EIA/LEP	[X] Other: Scully	[] Other:
Estimated Cost for Strategy:		\$30,000

Student Achievement

Math #2

Strategy to be used during the 2010-11 school year:

Increase student mastery and automaticity for all basic Math facts and promote Mathematical reasoning by providing differentiated instruction and small group instruction at each grade level.

Description of the above strategy:

Using assessments embedded within the Everyday Math Program and recent CST scores teachers will differentiate instruction for all students. Teachers will also use the Si-Swan Program to help students gain automaticity and mastery of basic facts. Teachers will identify students that are struggling with the core Math curriculum and provide intervention through small group instruction. Teacher will also provide challenging work for the students who achieved scores of Basic, Proficient and Advanced. Instruction will be differentiated for all students to ensure mastery of grade level standards.

This strategy will address the specific learning needs of students in the following subgroups:

<input checked="" type="checkbox"/> African-American	<input checked="" type="checkbox"/> Latino	<input checked="" type="checkbox"/> EDY
<input checked="" type="checkbox"/> EL	<input checked="" type="checkbox"/> Special Ed.	<input type="checkbox"/> Other:

This strategy will address the content cluster area(s) of:

<input checked="" type="checkbox"/> Algebra & Functions	<input checked="" type="checkbox"/> Measurement & Geometry	<input checked="" type="checkbox"/> Statistics, Data, Probability
<input type="checkbox"/> Other:		

We have used this strategy for year(s) and plan to continue the strategy this year because data shows **(include findings from the SPSA Monitoring form where available)**:

- or -

This is a new strategy this year.

Action steps to implement the strategy:

By September, 2010 we will hire qualified teachers trained with using the district adopted Everyday Math Program. Provide PD in Everyday Math to teachers across all grades.

By September, 2010 we will have reviewed CST scores and meet in grade level groups to share best practices for differentiated instruction. We will have identified struggling students for regular small group instruction and developed a consistent plan for challenging more advanced students.

we will calendar monthly grade level data team meetings to discuss and analyze Math teaching and learning and measure effectiveness of our instructional strategies.

By November/ December 2010 we will regularly monitor student progress using Benchmark Assessments and Everyday Math Program Assessments. Teachers will make adjustments to differentiate instructional plans as necessary.

We will hire a part time Math teacher to support classroom instruction by working with students scoring at Basic, Proficient, and Advanced on unit, benchmark, and other standard- based assessments to meet the needs of all students.

By March/April/May 2011, we will continue to compile assessment data for all students and meet at grade level to evaluate individual and collective student progress achievement.

By June, 2011 we will have a school-wide assembly to award student achievement and learning. We will have a year-end program review and plan instruction for the next year.

Materials necessary to implement the strategy:

Focus	Materials
Program Specific for Student Use (001)	Math fact flash cards, game card decks, math game boards, white board markers, math journals, supplemental math materials; Materials from Southwest School and Office Supply and Lakeshore that will make the core curriculum more accessible to all students (ie, classroom supplies such as puzzles, storage bins or containers, art supplies, chart paper, Math games in English and Spanish).
Parent (008)	Supplies for Family Math Night
Professional Dev (024)	Share best practices at grade level meetings
Technology (001)	Calculators and Math computer software; internet access so students can use the interactive on-line teaching and learning module of EM instruction.
Library (006)	Fictional books focused on Math

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference
Teachers sharing best practices at grade level meetings	Teaching Staff	[X]		[]		[]
Everyday Math Training	District Trainer	[X]		[]		[]

Teacher collaboration time to implement the strategy:

Activity	Frequency		
	Weekly	Monthly	Other
Teachers will meet in grade level teams on Wednesdays to discuss ideas and strategies for student success.	[X]	[]	

Parent involvement activities to support the strategy

Activity	Focus		
	Academics	Community Building	Communications
Parents will attend Family Math Night in order to learn activities that will improve their child's academic achievement.	[X]	[X]	[X]
Parent Walkthroughs to observe teacher practices	[X]	[]	[X]

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
District Benchmark Assessments	[X]	[]	[]	[]
Timed tests and classroom poster of fluency in math facts	[]	[X]	[]	[]
Edu-Soft teacher created tests	[]	[]	[]	[X]

Categorical funds used to implement the strategy: (check all that apply)

<input checked="" type="checkbox"/> Title I	<input type="checkbox"/> EIA/SCE	<input type="checkbox"/> Other:
<input checked="" type="checkbox"/> Title I parent involvement	<input type="checkbox"/> QEIA	<input type="checkbox"/> Other:
<input type="checkbox"/> EIA/LEP	<input checked="" type="checkbox"/> Other: Scully	<input type="checkbox"/> Other:
Estimated Cost for Strategy:		\$60,000

Student Achievement

Science

Strategy to be used during the **2010-11** school year:

Teach students to investigate, explore, make predictions and experiment using scientific methods.

Description of the above strategy:

Using the Scott Foresman district adopted science program across all grade levels teachers will facilitate activities that encourage and allow students to investigate, explore, make predictions and experiment within their environment. Teachers will teach students the Scientific Method which includes asking a question, stating a hypothesis, identifying and control variables, testing the hypothesis, collecting and recording data, explaining data and stating an conclusion. Students will conduct hands-on experiments in the classroom following the Scientific Method. Students will also review science standards with teacher and answer standards focus questions.

<input type="checkbox"/>	We have used this strategy for year(s) and plan to continue the strategy this year because data shows (include findings from the SPSA Monitoring form where available) :
- or -	
<input checked="" type="checkbox"/>	This is a new strategy this year.

Action steps to implement the strategy:

By August, 2010 we will conducted a material needs assessment to ensure that all teachers have Scott Foresman materials available in their classrooms.
By September, 2010 we will have had each grade level create a suggested pacing guide that will align with the district pacing guide using the California Standards.
By November, 2010 we will have administered unit assessments to assess the effectiveness of the standard based curriculum.
By March/April, 2011 we will have student work displayed in the classroom and hallways for Open House. We will have U.C. Botanical Garden Docents will teach about different plants and conduct hands-on experiments with students.
By May, 2011 we will have had a school wide science fair.
By June, 2011 we will present science achievement awards at an school wide assembly.

Materials necessary to implement the strategy:

Focus	Materials
Program Specific for Student Use (001)	Scotts Foresman Science Materials. Science Fair Boards.
Parent (008)	
Professional Dev (024)	
Technology (001)	LCD Projectors and Document Camera for quick access to information taught in a fair and equitable manner. It also supports classroom management.
Library (006)	Books on Science Fair Projects for student resource

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference

Teacher collaboration time to implement the strategy:

Activity	Frequency		
	Weekly	Monthly	Other
Teachers will meet at grade level to lesson plan and share best practices.	[]	[]	
Teachers will help their students complete a science fair project.	[]	[]	

Parent involvement activities to support the strategy	Focus		
	Academics	Community Building	Communications
Activity			
Parents will be invited to the school science fair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents will be invited to a Family Science Night to participate in hands-on science activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)
K-6	Chabot Science Center	Students will report on science observations
K-6	Science Museums e.g. Lawrence Hall of Science	Students will investigate and write reports on a variety of science strands.
K-3	Clayton Valley Pumpkin Farm	Students will learn about animal habitats
K-6	Six Flags Discovery Kingdom Elementary Programs	Students to learn by experiencing adventures that focus on animal training, behaviors, adaptations and conservation.
K-6	Muir Woods	A science field experience in Muir Woods brings students to study, experiment, record, and draw the interdependent communities of a redwood forest.
K-6	Red and White Fleet/ Aquarium	Students will learn that plants and animals have structures for respiration, digestion, waste disposal, and transport materials
K-6	Exploratorium	Students will learn many science content areas including investigation and experimentation.

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)
K-6	U.C. Berkeley Botanical Garden Docents
K-6	Assembly-Lick Your Eyeballs: Reptile Presentation

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Science Benchmarks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CST in Science	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students' hands-on science investigations and resultant reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students' Science Projects	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Categorical funds used to implement the strategy: (check all that apply)

<input checked="" type="checkbox"/> Title I	<input type="checkbox"/> EIA/SCE	<input type="checkbox"/> Other:
<input checked="" type="checkbox"/> Title I parent involvement	<input type="checkbox"/> QEIA	<input type="checkbox"/> Other:
<input type="checkbox"/> EIA/LEP	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:
Estimated Cost for Strategy:		\$10,000.00

Student Achievement

Educationally Disadvantaged Youth (EDY) #1 (Socio-Economically Disadvantaged - SED)

Strategy to be used during the **2010-11** school year:
Response to Intervention (RTI) - Learning Center

Description of the above strategy:

RTI is a three-tiered model of intervention that does not wait for students to fail. It is a multi-step approach to providing services to struggling students who have not been identified as individuals with special needs. Students are assessed early and frequently to insure that the researched based programs of intervention that are being used are appropriate. Student achievement and progress are measured through continuous progressed monitoring and data collection.

Our specific program is set up as follows:

The Verde Learning Center Model is currently following the Response to Intervention practice. Each classroom teacher will administer the Dibels Assessment three times during the school year in order to measure students progress continuously. Students will work in small groups(especially the FBB's and BB's) within the classroom. When needed they will also work in small groups with the RSP teacher, RSP aide, intervention roving subs and graduate tutor in a pull-out model. Teachers will have grade level meetings weekly in order to share student data, share best practices and create lesson plans that adjust to student academic needs.

We have used this strategy for **one** year(s) and plan to continue the strategy this year because data shows **(include findings from the SPSA Monitoring form where available):**
that in the last three years there has been a steady incese in ELA scores schoolwide: 2006-07 15%, 2007-08 24.7% and 2008-09 27.1%.

- or -

This is a new strategy this year.

Action steps to implement the strategy:

By August, 2010 we will have hired additional support staff, which will include a writing intervention specialist and intervention roving subs. All teaching and administrative staff will have started the National Board for Professional Teaching-Standards process.

By September, 2010 we will have given the Dibels Assessment to all students in order to establish small intervention groups. Teachers will also have been having weekly grade level meetings to monitor student progress.

By November 2010 we will administered the Dibels assessment again to monitor student's progress and to help reconfigure small groups as neede

By January, 2011 we will have teachers and support staff meet, evaluate, and make adjustments to small group instruction as necessary. Teaching staff will compile assessment data on all students being served and make recommendations for further intervention as necessary.

By February, 2011 we will administer Dibels assessment again.

By June, 2011 we will have teachers meet and evaluate assessment data for the entire year. All teaching staff will compile an assessment report and make recommendations for the next year. Students will be recognized at an award assembly for any student achievement.

Materials necessary to implement the strategy:

Focus	Materials
Program Specific for Student Use (001)	Steck Vaughn Cards and Activity Workbooks, student incentive awards and certificates, copy paper, OCR materials. Promethean Program that accesses lessons across the curriculum.Eight pocket folders for Triad Writing Program. Red and blue correction pens. Copy paper, lined paper and spiral bound notebooks.
Parent (008)	Materials for Family Math Night and Family Literacy Night. Journals or notebooks for classroom walkthroughs to record practices within the classroom.
Professional Dev (024)	Flip Cameras for staff members to use for National Board for Professional Teaching Standards Process.
Technology (001)	Copy machine
Library (006)	Library books related to all subject areas across the curriculum

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card
Additional Hours for Teachers			[X]

Additional classified staff to implement the strategy:

Position	# Hours FTE	or	Hourly/Time Card
Substitute Teachers			[X]

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference
OCR and the Writing Triad Model (Writing and Language Arts)	Mary Quintal	[]		[X]		[]
Read Naturally Reading Program	District Sponsored	[X]		[]		[]
Moving into English Training	District Sponsored	[X]		[]		[]
Everyday Math Training	District Sponsored	[X]		[]		[]
National Board for Professional Teaching Standards	District Sponsored	[]		[]		[X]

Teacher collaboration time to implement the strategy:

Activity	Frequency		
	Weekly	Monthly	Other
Teachers will meet in grade level teams on Wednesdays to discuss ideas and strategies for student success.	[X]	[]	
Academic Language Development and English Language Development Block per grade level	[X]	[]	

Parent involvement activities to support the strategy	Focus		
	Academics	Community Building	Communications
Mary Quintal will conduct parent classes once per month during the Coffee Club. She will teach parents OCR strategies to use with their children at home.	[X]	[X]	[X]
Parent Walkthroughs: parents will conduct equity walkthroughs within the classrooms.	[X]	[X]	[X]
parents will attend conferences that will help them develop strategies that will improve their student's academic achievement at school and home.	[]	[]	[]

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)
K-6	California Student Council Leadership Conference	Students will write a schoowide newsletter

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Dible's Assessments	[X]	[]	[]	[]
OCR Benchmark Assessments	[]	[]	[X]	[]
District Benchmark Assessments	[X]	[]	[]	[]
Teacher and Parent Walkthrough observation notes	[]	[]	[]	[X]
Student math and writing work	[]	[X]	[]	[]

Categorical funds used to implement the strategy: (check all that apply)

<input checked="" type="checkbox"/> Title I	<input checked="" type="checkbox"/> EIA/SCE	<input type="checkbox"/> Other:
<input type="checkbox"/> Title I parent involvement	<input type="checkbox"/> QEIA	<input type="checkbox"/> Other:
<input type="checkbox"/> EIA/LEP	<input checked="" type="checkbox"/> Other: Scully	<input type="checkbox"/> Other:
Estimated Cost for Strategy:		\$60,000

Student Achievement

Educationally Disadvantaged Youth (EDY) #2 (Socio-Economically Disadvantaged - SED)

Culturally Responsive Pedagogy

Strategy to be used during the **2010-11** school year:

Daily use of culturally responsive practices both inside and outside the classroom.

Description of the above strategy:

All staff will support high achievement by all students and close the achievement gap between student subgroups by:

- incorporating culturally responsive pedagogy into teaching and learning across the school
- effectively using the Equity Walkthrough Protocol to identify areas of focus, and
- using culturally responsive approaches with students and other stakeholders

The specific strategy components are as follows:

Action 1. Teachers will establish a system of recognizing students in equitable ways and styles that creates an effective, organized teaching and learning environment. The established systems will include, but will not be limited to, teachers using kid friendly standards in the classroom. Teachers will also employ equity methods such as using equity sticks with students and LCD projectors and document cameras to fully engage all students. Teachers will also make sure that all students have all appropriate books for learning in accordance with the Williams Act.

Action 2. Schoolwide routines and procedures will be established collectively by all stakeholders in order to achieve an overall atmosphere of calm and respect. Demonstration lessons and Professional development will be provided to assist teachers and other staff in carrying out the steps above. Administration will monitor closely that the routines and procedures are being taught and followed and will collaborate with staff to ensure that they are maintained.

We have used this strategy for two year(s) and plan to continue the strategy this year because data shows (include findings from the SPSA Monitoring form where available):
that this strategy helps to improve student achievement and behavior.

- or -

This is a new strategy this year.

Action steps to implement the strategy:

By August, 2010 we will share the Equity Walkthrough Protocol procedures, the definitions and Community Agreements with returning certificated and classified staff, new certificated and classified staff, parents and students. We will assist all involved parties in reviewing the Equity Walkthrough Protocol and using the protocol to increase student achievement and improve school environment.

By October, 2010-June 2011 we will have teachers meet by grade level for reflection on effectively using the protocol to increase student achievement and improve school environment. Using research articles and books, school visitations and observations and teaching trainings.

By October 2010 we will conduct an initial internal Equity Walkthrough using the protocol and complete a district provided equity needs survey. This initial equity will be conducted by district administrators, school site administrators, certificated and classified staff and parents.

By October 2010 we will have demonstration lessons and Professional development will be provided to assist teachers and other staff in carrying out the steps above.

By October 2010 we will have administration monitor closely that the routines and procedures are being taught and followed and will collaborate with staff to ensure that they are maintained.

Action steps to implement the strategy (continued):

By October 2010 we will have teachers plan ahead; make decisions about class participation in advance and make them explicit to students. Teachers will use the first day of class to set expectations and talk with students about the role of participation in the class. Teachers will give students time to formulate questions or responses, being sure to give them enough time to catch up, think through the issue, and put their thoughts into words.
By October 2010 we will have teachers remind students that questions are welcome, and that the person who asks a question is doing a favor for all the students who are silently wondering the same thing.
By October 2010 we will Teachers will look for opportunities to interact with individual students; for example, before and after class, in the transition group work, or while groups are working.
By October 2010 we will have teachers acknowledge other forms of participation; for example contributions to the class discussion list, comments made in journals, or ideas that you overhear mentioned in small groups which don't get reported to the larger group.
By October 2010 June 2011 we will have teachers provide feedback on the nature and quality of participation that they observe in the classroom. Instructors will let students know what their participation is adding to the class, and if they need to make changes in their patterns of participation.
By October 2010 June 2011 we will have teachers seek feedback from students on their perceptions of participation in the class. Teachers will honor student diversity by communicating respect, fairness, and high expectations. Teachers will support student success and plan for diversity in teaching.
By October 2010- June 2011 we will Demonstration lessons and Professional development will be provided to assist teachers and other staff in carrying out the steps above. Progress in this area will be monitored at grade level meetings and in future site level walkthroughs.
By October 2010- June 2011 we will Meet monthly to review, monitor and evaluate the implementation of the two actions selected for this school.

Materials necessary to implement the strategy:

Focus	Materials
Program Specific for Student Use (001)	Copy paper and pencils
Parent (008)	
Professional Dev (024)	district provided culturally responsive pedagogy modules.
Technology (001)	
Library (006)	

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference
Equity Walkthrough Protocol Review	Support Staff	[X]		[]		[]
Site Equity Walkthrough	site staff	[X]		[]		[]
District provided culturally responsive training modules	site staff	[X]		[]		[]

Teacher collaboration time to implement the strategy:

Activity	Frequency		
	Weekly	Monthly	Other
teachers will review, monitor and evaluate our implementation of the two actions selected for implementation	[]	[X]	

Parent involvement activities to support the strategy

Activity	Focus		
	Academics	Community Building	Communications
parents will participate in Equity Walkthrough	[X]	[]	[X]

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)
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Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)
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SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
benchmark tests	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
attendance rates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
results of District Equity Walkthrough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Categorical funds used to implement the strategy: (check all that apply)

<input checked="" type="checkbox"/> Title I	<input type="checkbox"/> EIA/SCE	<input type="checkbox"/> Other:
<input type="checkbox"/> Title I parent involvement	<input type="checkbox"/> QEIA	<input type="checkbox"/> Other:
<input type="checkbox"/> EIA/LEP	<input checked="" type="checkbox"/> Other: Scully	<input type="checkbox"/> Other:
Estimated Cost for Strategy:		\$500

Student Achievement

Student Achievement

Special Education

Strategy to be used during the 2010-11 school year:

RTI (Response to Intervention)

Description of the above strategy:

Provide targeted differentiated instruction based on different assessments given (ie. Dibel's San Diego Quick, Woodcox Johnson). RTI students that are referred by the School Study Team (SST) will be pulled for small group instruction by the RSP teacher, RSP instructional aide and support staff. RSP students will be receiving small group instruction either through pull-out intervention sessions or a push in model where they are assisted with keeping up with the mainstream classroom curriculum.

We have used this strategy for 2 year(s) and plan to continue the strategy this year because data shows (include findings from the SPSA Monitoring form where available):
that in the last four years RLA scores have increased for learning center students.

- or -

This is a new strategy this year.

Action steps to implement the strategy:

By September, 2010 we will have administered the Dibels assessment to all students in K-6th. Based on thier IEP's individual RSP students will have been administered the Woodcox Johnson or the San Diego Quick annual assessments.

By September, 2010 we will have identified Special Education students and established regular push-in and pull out schedules for students based on IEP's.

By November, 2010 we will administered the Dibels assessment again to monitor student's progress and to help reconfigure small groups as needed.

By January, 2011 we will meet, evaluate, and make adjustments to small group instruction as necessary. We will compile assessment data on all students being served and make recommendations for further intervention as necessary.

By February, 2011 we will administer Dibels assessment again.

By June, 2011 we will have teachers meet and evaluate assessment data for the entire year. All teaching staff will compile an assessment report and make recommendations for the next year. Students will be recognized at an award assembly for any student achievement.

Materials necessary to implement the strategy:

Focus	Materials
Program Specific for Student Use (001)	Independent Copies of the Assessments, Copy paper, index cards, note cards for tracking, highlighter,pencils and timers.
Parent (008)	
Professional Dev (024)	
Technology (001)	Scanner
Library (006)	

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference
Moving Into English	MIE presenter	<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Effective Reading Intervention	District Trainers	<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
LEAP Track	District Trainers	<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Step-Up to Writing Training	District Trainers	<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Response to Intervention Training	District Trainers	<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

Teacher collaboration time to implement the strategy:

Activity	Frequency		
	Weekly	Monthly	Other
Teachers will meet in grade level meetings weekly to discuss best practices and share teaching strategies.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Academic Language Development & English Language Block	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Parent involvement activities to support the strategy

Activity	Focus		
	Academics	Community Building	Communications
SST meetings with parents and ongoing IEP updates	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Home Visits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Dibels Assessments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
San Diego Quick	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Woodcox Johnson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Categorical funds used to implement the strategy: (check all that apply)

<input checked="" type="checkbox"/> Title I	<input type="checkbox"/> EIA/SCE	<input type="checkbox"/> Other:
<input type="checkbox"/> Title I parent involvement	<input type="checkbox"/> QEIA	<input type="checkbox"/> Other:
<input type="checkbox"/> EIA/LEP	<input checked="" type="checkbox"/> Other: Scully	<input type="checkbox"/> Other:
Estimated Cost for Strategy: \$1000		

Student Achievement

Gifted and Talented Education (GATE)

Strategy to be used during the 2010-11 school year:

Differentiated instruction

Description of the above strategy:

In order to address the needs of Gate students teachers will use differentiated instruction.

<input checked="" type="checkbox"/> We have used this strategy for 5 year(s) and plan to continue the strategy this year because data shows (include findings from the SPSA Monitoring form where available): Research shows that teaching at a highly qualified level of intensity to students, will improve their ability to reason and think using Bloom's Taxonomy.
- or -
<input type="checkbox"/> This is a new strategy this year.

Action steps to implement the strategy:

By August,2010 we will Identify GATE lead teacher and GATE students (include un-identified proficient and advanced students). Also, identify content areas and appropriate materials for advanced learners. A GATE committee is established and Gate lead teacher informed of district advisory meeting dates.
By September, 2010 we will identify content areas and appropriate materials for advanced learners. We will also contact district GATE coordinator about professional development activities in the area of differentiation.
By we will .
By December,2010 we will evaluate our GATE program and make any necessary adjustments.
By ongoing we will identify potential GATE students. We will also rotate teacher attendance at district GATE advisory meetings.
By June 2011 we will evaluate GATE program and develop next steps for upcoming year. We will also celebrate GATE students' accomplishments at a school-wide assembly.

Materials necessary to implement the strategy:

Focus	Materials
Program Specific for Student Use (001)	.
Parent (008)	
Professional Dev (024)	
Technology (001)	updated challenging computer technology for free and the County Office of Education using Ed1 Stop
Library (006)	challenging reading material/ math books

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card
Certificated Additional Hours: Staff Development Teacher Temp Extra Hire			[X]

Additional classified staff to implement the strategy:

Position	# Hours FTE	or	Hourly/Time Card
Writing Intervention Specialist			[X]

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference
Differentiated Instruction Trainings for teachers who have not received the training.	District Staff	[X]		[]		[]
District lead GATE teacher meetings.	District Staff	[X]		[]		[]
Teacher PD on differentiated instruction	Teaching Staff	[X]		[]		[]

Teacher collaboration time to implement the strategy:

Activity	Frequency		
	Weekly	Monthly	Other
Teachers rotate attending district GATE advisory meetings	[]	[]	Refer to GATE district calendar
Discuss GATE differentiated instruction in the classroom at weekly grade level meetings	[X]	[]	
At faculty meetings have GATE as an agenda item	[]	[X]	

Parent involvement activities to support the strategy

Activity	Focus		
	Academics	Community Building	Communications
Parent representative to attend GATE School Advisory Committee meetings throughout the year and keep parents at Verde updated either through the SSC, ELAC or PTA.	[X]	[X]	[X]
Provide opportunities for GATE students to showcase their work to parents and other students (ie, GATE students share book reports at Family Literacy Night)	[X]	[X]	[X]
Teachers meet with GATE parents at least 3 or 4 times a year to explain program	[]	[]	[X]

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
RLA and Math District Benchmark Assessments	[X]	[]	[]	[]
Dibels Assessment	[X]	[]	[]	[]
OCR Challenge Unit Test	[]	[]	[X]	[]
Special reports and projects given by classroom teacher	[]	[X]	[]	[]

Categorical funds used to implement the strategy: (check all that apply)

<input checked="" type="checkbox"/> Title I	<input type="checkbox"/> EIA/SCE	<input type="checkbox"/> Other:
<input type="checkbox"/> Title I parent involvement	<input type="checkbox"/> QEIA	<input type="checkbox"/> Other:
<input type="checkbox"/> EIA/LEP	<input checked="" type="checkbox"/> Other: Library	<input type="checkbox"/> Other:
Estimated Cost for Strategy:		\$200.00

Student Achievement

English Learners (EL) #1

Strategy to be used during the 2010-11 school year:

To fully implement the Transition Policy in classes providing a Transition Bilingual Educational (TBE) program for grades K-2. Additional support for Newcomers and students in 3-6 grades from a Bilingual Graduate tutor. The policy calls for instruction in specific linguistic and grammatical features of English at each grade level.

Description of the above strategy:

Teachers will provide standards based instruction in kid friendly language. Teachers will also assess students for learning of linguistic and grammatical features of English specific to each grade level from Kindergarten to 3rd grade. The linguistic features to be taught during the regular school day are organized by grade level and include phonemic awareness, transferable and non-transferable phonics structures, sight words, high frequency words and other academic language in English, and writing strategies. The length of time needed for instruction varies by grade level. This strategy will support students in making the transition from Spanish to English literacy starting in 2nd grade.

We have used this strategy for **one** year(s) and plan to continue the strategy this year because data shows (include findings from the SPSA Monitoring form where available):
that more than 50% of students in second grade scored proficient and advanced on the CST. Therefore this strategy will be continued.

- or -

This is a new strategy this year.

Action steps to implement the strategy:

By August, 2010 we will have hired teaching staff that will specifically implement strategies to target EL students for support in mastering grade level standards in ELA in order to increase percentage of students scoring proficient and above.
By September, 2010 we will have had all TBE teachers administer the Dibels Assessment in Spanish to all EL students
By October, 2010 we will
By November, 2009 we will have TBE teachers administer Dibels Assessment in Spanish to all EL students again for continous monitoring. TBE teachers will also give parent tips of how to support their child during parent-teacher conferences.
By December, 2010 we will have TBE teachers meet collaboratively and review data prior to testing.
By January 2011-June, 2011 we will have purchased laptops for classroom teachers to utilize in making the core curriculum more accesible to EL students. We will have TBE teachers administer the final Dibels Assessment in Spanish to all EL students. We will have a school wide award assembly to recognize student achievement. We will purchase the SMART board to enhance student learning and self expression. We will have also purchased the VariQuest Laminiator and Poster Maker. These tools will be used to reinforce student learning and help students master the standards and curriculum.

Materials necessary to implement the strategy:

Focus	Materials
Program Specific for Student Use (001)	Index Cards, Highlighters, Grade level lower decodable books in English, Spanish/English dictionaries, and notebooks. Steck Vaughn Materials, MIE materials and materials from southwest school and office supply and Lakeshore that will make the core curriculum more accesible to all EL students (ie, classroom supplies such as puzzles, storage bins or containers, art supplies, chart paper, language art and math games in english and spanish). Spinatar Laminator and Supplies, VariQuest Tools and Poster Maker.
Parent (008)	Copy paper, index cards, markers, scissors, CD's and DVD's. Supplies for Family Literacy and Math Nights
Professional Dev (024)	

Materials necessary to implement the strategy (continued):

Technology (001)	<p>Promethean Program to access both spanish and english lesson across the curriculum, CD's, DVD's, batteries, video cassettes and video cameras.</p> <p>Laptops for classroom teachers to utilize in making the core curriculum more accessible to EL students.</p> <p>Smart Board: Starboard by Hitachi Flip Cameras</p>
Library (006)	Library books in Spanish and English

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card
Instructional Bilingual Aide	93%		[]

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference
SEBT	California Literacy Reading Institute	[X]		[]		[X]
Moving Into English Training	MIE trainers	[X]		[]		[]
Every Day Math Training	Every Day Math Training	[X]		[]		[]
TBE staff development sharing best practices	TBE staff	[X]		[]		[]
Teaching staff will attend in-state and out of state conferences to support the TBE program.	conference presenters	[]		[]		[]

Teacher collaboration time to implement the strategy:

Activity	Frequency		
	Weekly	Monthly	Other
TBE teachers meet monthly in grade level meetings to share best practices.	[]	[X]	

Parent involvement activities to support the strategy

Activity	Focus		
	Academics	Community Building	Communications
Family literacy and math nights	[X]	[X]	[X]
Parent walkthroughs to observe teacher practices	[X]	[X]	[X]

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)
4-6	California Missions	Write reports and oral presentations of study trip

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Fluency Testing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Every Day Math Unit Assessments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
District Benchmarks	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OCR Unit Assessments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Edu-Soft teacher created test	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Categorical funds used to implement the strategy: (check all that apply)

<input type="checkbox"/> Title I	<input type="checkbox"/> EIA/SCE	<input type="checkbox"/> Other:
<input type="checkbox"/> Title I parent involvement	<input type="checkbox"/> QEIA	<input type="checkbox"/> Other:
<input checked="" type="checkbox"/> EIA/LEP	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:
Estimated Cost for Strategy:		\$44,424

Student Achievement

English Learners (EL) #2

Strategy to be used during the 2010-11 school year:

All teachers will effectively and consistently implement the ELD through the use of Moving Into English (MIE) materials to support K-5 EL students and the WRITE Program to support 6th grade students in order to improve academic achievement.

Description of the above strategy:

Using CELDT, and district Placement tests, EL students will be grouped by grade and performance level. All support staff will be utilized to establish small instructional groups. Teachers will use M.I.E. supplemental ELD materials, and WRITE strategies and tools to provide students with standards-based systematic instruction so students improve by one or more levels of proficiency in English.

We have used this strategy for **one** year(s) and plan to continue the strategy this year because data shows **(include findings from the SPSA Monitoring form where available):**
small gains in student improvement and achievement.

- or -

This is a new strategy this year.

Action steps to implement the strategy:

By September, 2010 we will have established ELD or SADIE small instructional groupings so that teachers can provide intervention to EL students. Teachers will have meet in grade level teams to structure the small groups for instruction. Teachers will start ELD instruction.

By September, 2010 we will have hired a bilingual instructional aide to provide primary-language support during core content instruction and during the Learning Center time. Monthly ELD meetings will be held to review data and progress monitoring.

By February, 2011 we will meet in grade level teams to review ELD groupings for changes based on english language proficiency.

By March-April 2011 we will have displayed students work during Open House.

By April-June, 2011 we will We will have purchased laptops for classroom teachers to utilize in making the core curriculum more accesible to EL students. We will purchase the SMART board to enhance student learning and self expression. We will have also purchased the VariQuest Laminiator and Poster Maker. These tools will be used to reinforce student learning and help students master the standards and curriculum. have a ceremony to recognize those students who have met reclassification criteria as R-FEP and those EL students that have shown improvement on RLA and Math benchmarks.

Materials necessary to implement the strategy:

Focus	Materials
Program Specific for Student Use (001)	Copy paper, pencils, individual student whiteboards and expo markers. Spanish and english recreational reading books for classroom libraries. Materials from southwest school and office supply and Lakeshore that will make the core curriculum more accessible to all EL students (ie, classroom supplies such as puzzles, storage bins or containers, art supplies, chart paper, language art and math games in english and spanish).
Parent (008)	
Professional Dev (024)	M.I.E. Trainings, WRITE Trainings, and District Level trainers.
Technology (001)	DVD's and DVD duplicator to make educational DVD's on ELD instruction to take home. Video camera to video teachers teaching ELD lessons. Promethean Program to access both spanish and english lesson across the curriculum, CD's, DVD's, batteries, video cassettes and video cameras. Laptops for classroom teachers to utilize in making the core curriculum more accessible to EL students. Smart Board: Starboard by Hitachi Flip Cameras
Library (006)	

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card
Certificated Additional Hours: Staff Development Teacher Temp Extra Hire			[X]
Certificated Additional Hours: Tutoring Teacher Temp Extra Hire			[X]

Additional classified staff to implement the strategy:

Position	# Hours FTE	or	Hourly/Time Card
Instructional Bilingual Aide			[X]

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference
Moving Into English	district sponsored	[X]		[]		[]
Planning to ELD standards	ELD Lead Team	[X]		[]		[]
Grade Level lesson Planning	Teaching Staff	[X]		[]		[]
ELD Consultant	District Trainer In-house	[]		[X]		[]
Teaching staff will attend in-state and out of state conferences to support the TBE program.	Teaching Staff	[]		[]		[]

Teacher collaboration time to implement the strategy:

Activity	Frequency		
	Weekly	Monthly	Other
Teachers observe each other teach ELD lessons and debrief later in grade level teams.	[X]	[]	
Teachers discuss and analyze EL data at grade level meetings.	[X]	[]	

Parent involvement activities to support the strategy	Focus		
	Academics	Community Building	Communications
Activity			
Parents meet at ELAC meetings to share observations of parent Equity Walkthroughs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)

SPSA Monitoring:	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Data Collected				
RLA Benchmark Data of EL students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CELDT Data	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DIBELS Assessment Data of EL students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unit assessments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Daily lesson tasks	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Categorical funds used to implement the strategy: (check all that apply)

<input type="checkbox"/> Title I	<input type="checkbox"/> EIA/SCE	<input type="checkbox"/> Other:
<input type="checkbox"/> Title I parent involvement	<input type="checkbox"/> QEIA	<input type="checkbox"/> Other:
<input checked="" type="checkbox"/> EIA/LEP	<input checked="" type="checkbox"/> Other: Scully	<input type="checkbox"/> Other:
Estimated Cost for Strategy:		\$35,000.00

Student Achievement

Extended Learning #1 (Before/After/Saturday School)

Strategy to be used during the 2010-11 school year:
Academic intervention-Leap Track

Description of the above strategy:

Students in Grade 2 and 3 who are scoring Basic, Below Basic, or Far Below Basic in literacy will be identified by using CST's and District developed standards-based assessments. These students will be provided targeted literacy intervention instruction by trained teachers, Ms. Winston and Ms. Culley, three times per week an hour per session. Teachers will provide differentiated instruction for each student utilizing the high interest/engaging standards-based curriculum Leap Track. Students will be assessed for placement, provided personalized learning paths and self-paced learning opportunities based on core comprehensive reading strategies. Formative assessments will be ongoing and will be administered throughout the instruction. Student data will drive the instruction. Student progress will be monitored by frequent review of the data. The data reports will be printed for the regular classroom teacher, principal, and parents. Students will exit the intervention program when they score proficient on the standards-based formative assessments at their grade level.

<input checked="" type="checkbox"/>	We have used this strategy for 3 year(s) and plan to continue the strategy this year because data shows (include findings from the SPSA Monitoring form where available): that this strategy promoted student achievement. Also in the last three years there has been a significant increase in RLA scores schoolwide
- or -	
<input type="checkbox"/>	This is a new strategy this year.

Action steps to implement the strategy:

By October, 2010 we will begin Leap Track literacy intervention instruction.
By October, 2010 we will have established small groups based on pre-assessments.
By January, 2011 we will have reviewed district assessments and reconfigured groups. We will also have held parent conferences.
By March-April 2011 we will have an Extended Learning Open House for the parents of all attendees.
By June, 2011 we will acknowledge student academic progress in a school wide assembly.

Materials necessary to implement the strategy:

Focus	Materials
Program Specific for Student Use (001)	Leap Track Assessments, Leap Track Skill Cards, Student Folders, Copy Paper, batteries
Parent (008)	
Professional Dev (024)	
Technology (001)	Leap Pads, AC adapters, Cartridges, Computer, Printer, Ear Phones, and Power Cords
Library (006)	

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card
Certificated Teacher Additional Hours			[X]

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference
Leap Track Training	In-house training/in-service	[X]		[]		[]

Teacher collaboration time to implement the strategy:

Activity	Frequency		
	Weekly	Monthly	Other
The Leap Track teacher will communicate with classroom teachers regarding student progress.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Parent involvement activities to support the strategy

Activity	Focus		
	Academics	Community Building	Communications
Leap Track parent letters indicating student progress will be sent to parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Parents will be invited to view student work during Open House	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Leap Track Formative Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Categorical funds used to implement the strategy: (check all that apply)

<input checked="" type="checkbox"/> Title I	<input type="checkbox"/> EIA/SCE	<input checked="" type="checkbox"/> Other: Scully
<input type="checkbox"/> Title I parent involvement	<input type="checkbox"/> QEIA	<input type="checkbox"/> Other:
<input type="checkbox"/> EIA/LEP	<input checked="" type="checkbox"/> Other: ASES	<input type="checkbox"/> Other:
Estimated Cost for Strategy:		\$120,000

Student Achievement

Extended Learning #2 (Before/After/Saturday School)

Strategy to be used during the 2010-11 school year:

Provide intensive academic intervention tutoring and positive enrichment and athletic opportunities for our students.

Description of the above strategy:

The Bright Futures Academic and Enrichment Program will provide tutoring and enrichment activities for students scoring at Far Below Basic , Below Basic and Basic, five days per week for six hours per day. The Kindergarten school day will be extended through the After School Program. Students being serviced by the program in grades 1-6 will be identified by current benchmark assessment and CST data. Students will receive intensive tutoring and homework help by certificated credentialed teachers and instructional aides. Additional tutoring support will be supplied by the YMCA Program (ASES), will also provide tutoring, conflict management training and athletic instruction. Other enrichment activities include the Verde Garden Project, Math/Art and Dance. LEAP Track intervention will be an integral part of the academic portion of the program.

We have used this strategy for 6 year(s) and plan to continue the strategy this year because data shows (include findings from the SPSA Monitoring form where available):
that in the last three years there has been a steady increase in RLA scores schoolwide.

- or -

This is a new strategy this year.

Action steps to implement the strategy:

By August, 2010 we will identify FBB and BB students based on CST data.
By August, 2010 we will meet to establish program list and a program schedule. We will also recruit teachers and support staff for tutoring program.
By August, 2010 we will begin after school tutoring and develop parent handbook in English and Spanish.
By January 2011 we will meet to evaluate student progress and the overall effectiveness of the program. Adjustments will be made as necessary for student achievement.
By February 2011-May 2011 we will host Family Literacy Night and Family Math Night.
By June, 2011 we will meet to evaluate program and discuss next steps. Student achievement will be acknowledged in an assembly.

Materials necessary to implement the strategy:

Focus	Materials
Program Specific for Student Use (001)	LEAP Track and additional supplemental instructional materials. Student rug for group activities. Copy machine to copy student work.
Parent (008)	Copy paper for parent handbook
Professional Dev (024)	
Technology (001)	Computer, Laptops, computer accessories, and updated computer software. Walkie Talkies for student and staff safety. High powered flashlights for student and staff safety.
Library (006)	

Additional certificated staff to implement the strategy:

Position	% FTE	or	Hourly/Time Card
Certificated Additional Hours:Teacher Temp Extra Hire			[X]

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference
Verde Garden	Ms. Mesa	[X]		[]		[]

Teacher collaboration time to implement the strategy:	Frequency		
	Weekly	Monthly	Other
Activity			
Teachers meet with After School Academic Coordinator to align after school instruction with teachers daily classroom instruction.	[X]	[]	
Teachers work with After School Staff to host Family Literacy and Family Math Night.	[]	[X]	

Parent involvement activities to support the strategy	Focus		
	Academics	Community Building	Communications
Activity			
Parents attend Family Literacy and Family Math Night.	[X]	[X]	[X]
Parent End of Year program surveys	[]	[]	[X]

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)

Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)
K-6	Garden Contract with Tides Center/Verde Garden project

SPSA Monitoring:	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Data Collected				
RLA and Math Benchmarks of students serviced by program	[X]	[]	[]	[]
Dibels Assessment of students serviced by program	[X]	[]	[]	[]
LEAP Track assessment data	[]	[]	[X]	[]

Categorical funds used to implement the strategy: (check all that apply)

[X] Title I	[] EIA/SCE	[] Other:
[] Title I parent involvement	[] QEIA	[] Other:
[] EIA/LEP	[X] Other: ASES	[] Other:
Estimated Cost for Strategy:		\$113,448

Student Achievement

Extended Learning (Site-Based Summer School)

Strategy to be used during the 2010-11 school year:
Intervention Program for FBB and BB students in the core curriculum areas .

Description of the above strategy:
For continuity, the regular school year curriculum and instructional materials will be used as the foundation in our summer program.

<input type="checkbox"/> We have used this strategy for year(s) and plan to continue the strategy this year because data shows (include findings from the SPSA Monitoring form where available):
- or -
<input type="checkbox"/> This is a new strategy this year.

Action steps to implement the strategy:

By June 2011 we will Teachers will be given time to review all end of the year assessment data from the regular school year to drive instruction for summer school.
--

Materials necessary to implement the strategy:

Focus	Materials
Program Specific for Student Use (001)	Copy paper, pencil, dry erase markers, construction paper, paint, art supplies, lined paper. Incentive awards for perfect attendance, academic improvement and excellent behavior.
Parent (008)	
Professional Dev (024)	
Technology (001)	Blank CD-R disk, computer math and language arts software, educational tapes
Library (006)	

Additional classified staff to implement the strategy:

Position	# Hours FTE	or	Hourly/Time Card
Clerk Typist			<input checked="" type="checkbox"/>
Bilingual Aide			<input checked="" type="checkbox"/>

Professional development activities to implement the strategy:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference
		<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

Teacher collaboration time to implement the strategy:

Activity	Frequency		
	Weekly	Monthly	Other
Teachers will review end of the year assessment data from the regular school year to drive instruction for summer school.	<input type="checkbox"/>	<input type="checkbox"/>	Teacher Workday

Parent involvement activities to support the strategy

Activity	Focus		
	Academics	Community Building	Communications
Parents will attend summer school open house	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Study trips to support the strategy:

Grade	General Focus (e.g., museum, farm)	Link to Strategy (e.g., poetry, reports)
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Other Contracted Services, including assemblies and sports programs, to support the strategy:

Grade	General Focus (e.g., museum, farm)
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SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Edu Soft Test made by teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
DIBELS assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student portfolios	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Categorical funds used to implement the strategy: (check all that apply)

<input type="checkbox"/> Title I	<input type="checkbox"/> EIA/SCE	<input type="checkbox"/> Other:
<input type="checkbox"/> Title I parent involvement	<input type="checkbox"/> QEIA	<input type="checkbox"/> Other:
<input type="checkbox"/> EIA/LEP	<input type="checkbox"/> Other: Scully	<input type="checkbox"/> Other:
Estimated Cost for Strategy:		

**ACTION PLAN
FOR IMPROVING STUDENT ACHIEVEMENT
(STUDENT SUPPORT SERVICES)**

**Data Analysis
(Attendance, Health and Safety, Climate)**

Data Reviewed	Concern/Strength	Description of Findings (400 character max)
Attendance	<input checked="" type="checkbox"/> Area of concern <input type="checkbox"/> Area of strength	2009-10 average attendance: 93.20% The attendance average of 2008-2009 went up 12 points from the attendance average 2007-2008 of 93.08%.
Suspension Data	<input checked="" type="checkbox"/> Area of concern <input type="checkbox"/> Area of strength	There was an average suspension rate of 4 students per month during the 2008-2009 school year.
Healthy Kids Survey	<input type="checkbox"/> Area of concern <input type="checkbox"/> Area of strength	Data not yet available
Parent/Community Survey	<input type="checkbox"/> Area of concern <input type="checkbox"/> Area of strength	Data not yet available
Crime Statistics - Site	<input type="checkbox"/> Area of concern <input checked="" type="checkbox"/> Area of strength	No incidents of crime committed on Verde Campus during the 2008-2009 school year.
Other:	<input type="checkbox"/> Area of concern <input type="checkbox"/> Area of strength	
Other:	<input type="checkbox"/> Area of concern <input type="checkbox"/> Area of strength	

Student Programs

Attendance

Program to be used during the **2010-11** school year:

Increase student and parent awareness of the importance of consistent daily attendance in relationship to student achievement.

Description of the above Program:

Increase Daily Attendance:

An incentive and award system will be established at the beginning of the school-year for students that show consistent daily attendance. Students will be recognized both in the classroom and at school-wide monthly assemblies for perfect attendance. Teachers will give students special incentives for consistent attendance.

The school secretary and the Community Outreach Coordinator will monitor absences and work with families that have habitual truant students.

<input checked="" type="checkbox"/>	We have used this Program for 4 year(s) and plan to continue the Program this year because data shows (include findings from the SPSA Monitoring form where available): that student attendance has improved.
- or -	
<input type="checkbox"/>	This is a new Program this year.

Action steps to implement the Program:

By August 2010 we will have established the importance of on-time daily attendance with parents and students through principal and teacher communication (ie, newsletters and connect-ed)
By October, 2010 we will have had our first perfect attendance assembly. These assemblies will occur each month.
By Ongoing we will Principal, Vice Principal, Community Outreach Coordinator, Teachers and all support staff will help to monitor absences and work with families that have habitual late or truant students.
By June ,2011 we will have our last perfect attendance ceremony. We will also evaluate strategy for overall effectiveness and plan for the next year.

Materials necessary to implement the Program:

Focus	Materials
Program Specific for Student Use (001)	perfect attendance incentives (ie, pencils or sugar free popsicles), copy paper for certificates
Parent (008)	
Professional Dev (024)	
Technology (001)	
Library (006)	

Professional development activities to implement the Program:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference

Teacher collaboration time to implement the Program:

Activity	Frequency		
	Weekly	Monthly	Other
Teachers will share ideas on how to increase or maintain high attendance during grade level meetings	[X]	[]	

Parent involvement activities to support the Program	Focus		
	Academics	Community Building	Communications
Activity			
Parents will be invited to the schoolwide award assemblies that recognizes student perfect attendance.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
inform parents in monthly newsletters of importance of attendance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Study trips to support the Program:

Grade	General Focus (e.g., museum, farm)	Link to Program (e.g., poetry, reports)

Other Contracted Services, including assemblies and sports programs, to support the Program:

Grade	General Focus (e.g., museum, farm)

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Monthly Attendance Reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Categorical funds used to implement the Program: (check all that apply)

<input type="checkbox"/> Title I	<input type="checkbox"/> EIA/SCE	<input type="checkbox"/> Other:
<input type="checkbox"/> Title I parent involvement	<input type="checkbox"/> QEIA	<input type="checkbox"/> Other:
<input type="checkbox"/> EIA/LEP	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:
Estimated Cost for Program:		

Student Programs

Health and Safety

Programs to be used during the 2010-11 school year:

Program	Activity
Tobacco Use Prevention Education (TUPE)	Students in grades 4-6 receive tobacco prevention instruction utilizing the research-validated curriculum , Too Good for Drugs.
Safe and Drug-Free Schools (SDFS)	Students in grades 4-6 receive the research-validated curriculum: Too Good for Drugs Grade 5 students participate in the CA Healthy Kids Survey. Data is utilized to inform program development and implementation and evaluation.
Conflict Mediation	There will be staff development opportunities for staff on how to deal with the social, emotional, and development needs of our students. Verde will provide conflict resolution or behavior management instruction through the peacemakers conflict management program sponsored by the county.
Other: Standard Emergency Management System (SEMS) and Jump Rope For Heart Assembly	Verde site administrators, teachers and staff will be trained. Each staff person will then be assigned an emergency/safety station and given specific responsibilities to perform. An emergency kit and supplies are provided for each classroom. Grades K-6 will participate in a outdoor jump rope for heart assembly that supports students in achieving standards as determined by the Natioanal Association for Sport and Physical Education (NASPE). Jump Rope for heart promotes the value of healthy habits to elementary children while empowering them to contribute to their community's welfare.
Other: Uniform Policy/Sports4Kids.After School Program	Students will wear uniforms four days per week. Incentive/ Award for students wearing uniforms 100%. Sports4Kids will provide structured activities during recess thus providing for a more safe environment for students during play activity. Verde's after-school program will provide a safe place for students to spend the afternoon hours during which the greatest number of crimes occur (3-6). During the after-school program students are engaged in academically enriching activities and neither contribute to nor become victims of the crime that is prevalent in the neighborhood.

We have used this Program for **three year(s)** and plan to continue the Program this year because data shows (include findings from the SPSA Monitoring form where available):
Verde campus has maintained a peaceful and safe environment.

- or -

This is a new Program this year.

Action steps to implement the Program:

By **August/September 2010** we will have trained all new teachers on The Standard Emergency Management System (SEMS). We will also make sure that each classroom is equipped with an emergency kit. The Bright Futures After School Academic and Enrichment Program will have began. The Sports4Kids Program wil also have began.

By **September/October 2010** we will Establish a school safety committee and update school safety plan. Staff will be assigned emergency/safety stations and given their specific responsibilities to perform. Each staff will have a copy of the SEMS Function Specific Handbooks that contain detailed checklist for every position. We will also have implemented our Red Ribbon Week.

By **October/November 2010** we will recuited and trained our student conflict/peacemakers to help students on the playground resolve conflicts that might arise.

By **December 2010** we will meet with school safety committee to for mid-year review of program effectiveness

By **January 2011** we will Conduct Healthy Kids Survey with grade 5 students and have staff and parents take the school climate survey.

By **April -June 2011** we will have teachers evaluate and analyze all aspects of strategy and make recommendations for program improvements.

Materials necessary to implement the Program:

Focus	Materials
Program Specific for Student Use (001)	
Parent (008)	
Professional Dev (024)	SEMS Function Specific Handbooks
Technology (001)	Walkie Talkies
Library (006)	books that cover relevant health and safety issues

Professional development activities to implement the Program:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference
SEMS Training and Review	Teaching Staff	[X]		[]		[]
Conflict Mediation Training	Conflict Mediation Coordinator	[X]		[]		[]

Teacher collaboration time to implement the Program:

Activity	Frequency		
	Weekly	Monthly	Other
School Safety Meetings	[]	[X]	

Parent involvement activities to support the Program

Activity	Focus		
	Academics	Community Building	Communications
Parents will conduct school walkthroughs to observe school climate	[]	[]	[X]
Parents will be updated regularly on school health issues through newsletters and principals communications. Health Consultant will work with parents on health and well being of students at Verde. Parents will attend two parent study trips that will focus on teaching parents healthy living and supporting their child's lifestyle.	[]	[]	[X]
Parents will conduct an annual school climate survey	[]	[]	[X]

Study trips to support the Program:

Grade	General Focus (e.g., museum, farm)	Link to Program (e.g., poetry, reports)

Other Contracted Services, including assemblies and sports programs, to support the Program:

Grade	General Focus (e.g., museum, farm)
K-6	Theatrical Performance: Kaiser Peace Signs
K-6	Sports-4-Kids
Parents	Health Consultant Communities United Restoring Mother Earth (C.U.R.M.E.)
K-6	African Acrobats Assembly Program (Conflict Mediation Assembly)
K-6	Jump Rope for Heart Out door Assembly

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Healthy Kids Survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Staff School Climate Surveys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Parent School Climate Surveys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Suspension Referrals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Conflict Mediation Data Referrals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Categorical funds used to implement the Program: (check all that apply)

<input type="checkbox"/> Title I	<input type="checkbox"/> EIA/SCE	<input type="checkbox"/> Other:
<input type="checkbox"/> Title I parent involvement	<input type="checkbox"/> QEIA	<input type="checkbox"/> Other:
<input type="checkbox"/> EIA/LEP	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:
Estimated Cost for Program:		

Student Programs

School Climate #1

Program to be used during the 2010-11 school year:

The Efficacy Model, The Conflict Mediators Program, and The Junior Coach Program along with character building strategies and behavior modification systems will be used to promote and maintain academic progress and appropriate social skills.

Description of the above Program:

Efficacy Model: In creating and maintaing an effective environment for student learning there will be 1) frequent indicators of positive respectful interaction between students and the teacher. 2) Embedded routines which facilitate teaching learning and student understanding of how things are done. 3)Classroom expectations and rules that are clearly identified, understood by students, and consistenly implemented.

The Conflict Mediators Program: Upper grade students in grades 4-6 will participate in a eight week training that invloves 1) Emotion Management 2) Resolving Conflicts Peacefully and 3) Developing leadership skills. The training is based on the Second Step Curriculum.

We have used this Program for **two** year(s) and plan to continue the Program this year because data shows **(include findings from the SPSA Monitoring form where available): that it improves school wide climate and student achievement**

- or -

This is a new Program this year.

Action steps to implement the Program:

By August, 2010 we will review the Equity Checklist procedures and Community Agreements with entire staff
By September, 2010 we will have had an Equity Walkthrough conducted by District Administrators, Site Administrators, Certificated Staff and Classified Staff.
By October, 2010 we will have recruited conflict mediators from student population and trained them to conduct conflict resolution with peers.
By November, 2010 we will Parents and staff will have conducted internal Equity Walkthroughs
By March ,2011 we will Staff and Parents will have taken surveys relating to school climate
By June, 2011 we will Staff, parents and students will be recognized at an school wide assembly for climate related activities

Materials necessary to implement the Program:

Focus	Materials
Program Specific for Student Use (001)	Standards-based supplemental materials in core subject areas, student/staff incentives, awards refreshments for testing and planning meetings. Certificates for good citizenship and equipment for school wide assemblies. Matriculation Gifts for promotional ceremonies.
Parent (008)	parent handbook
Professional Dev (024)	
Technology (001)	
Library (006)	library books relevant to social behavior, professional books, biographies, and novels

Additional certificated staff to implement the Program:

Position	% FTE	or	Hourly/Time Card
Certificated Additional Hours: Staff Development			[]

Additional classified staff to implement the Program:

Position	# Hours FTE	or	Hourly/Time Card
School Community Worker			[X]

Professional development activities to implement the Program:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference
Second Step Inservice	Mary Lynn	[X]		[]		[]
Efficacy Model Update and Review	Site Staff	[X]		[]		[]
PD in creating and maintaining effective environments for student learning	Teaching and Support Staff	[X]		[]		[]

Teacher collaboration time to implement the Program:

Activity	Frequency		
	Weekly	Monthly	Other
Teachers meet in grade level teams to share strategies on behavior modification	[]	[X]	

Parent involvement activities to support the Program

Activity	Focus		
	Academics	Community Building	Communications
Parents will be encouraged to attend Second Step Inservice	[]	[X]	[X]
Parents will conduct Equity Walkthroughs	[X]	[X]	[X]

Study trips to support the Program:

Grade	General Focus (e.g., museum, farm)	Link to Program (e.g., poetry, reports)
K-6	California Association of Student Councils	Students will write reports about the leadership skills learned at the conference

Other Contracted Services, including assemblies and sports programs, to support the Program:

Grade	General Focus (e.g., museum, farm)
3-5	Best Me Assembly
K-2	ZIP Great Day Assembly
3-6	PEACE Signs
K-6	Project Yes
K-6	Family Nights and Food Bank Distribution

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
Parent Sign-In-Sheets from Family Nights	[]	[]	[]	[X]
Parent and Teacher Surveys	[]	[]	[]	[X]
Healthy Kids Survey	[]	[]	[]	[X]
Conflict Mediation Data Referrals	[]	[]	[]	[X]

Categorical funds used to implement the Program: (check all that apply)

<input checked="" type="checkbox"/> Title I	<input type="checkbox"/> EIA/SCE	<input type="checkbox"/> Other:
<input type="checkbox"/> Title I parent involvement	<input type="checkbox"/> QEIA	<input type="checkbox"/> Other:
<input type="checkbox"/> EIA/LEP	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:
Estimated Cost for Program:		\$8,714

Student Programs

School Climate #2

Strategy to be used during the 2010-11 school year:

Daily use of Culturally Responsive classroom management plans and behavior policies to decrease disproportionality in referrals and suspensions and increase the positive engagement of all students.

Description of the above strategy:

- **Culturally Responsive engagement strategies will be used by all staff**
- **Schoolwide Culturally Responsive ways of managing behavior and discipline will be implemented consistently across the school**
- **Situational appropriateness as it relates to both social and academic behavior will be consistently taught at all grade levels.**

Our specific strategy implementation includes: Increasing the positive visibility of every student, such as posting student art/projects throughout the school. Building relationships with students and caregivers/families/parents. Building relationships among staff to model the behaviors you want from students and creating support groups for students. Teachers will also teach cognitive skills to students and increase reading /writing avross the curriculum. Professsional development will be provided to increase staff knowledge about Body language, Communication Styles, Cultural Differences, Gestures and Hidden Rules of Economic Class. Teaching staff will also assess student achievement levels often, such as administering the Dibels' Assessment three times per year.

We have used this Program for year(s) and plan to continue the Program this year because data shows (include findings from the SPSA Monitoring form where available):

- or -

This is a new Program this year.

Action steps to implement the Program:

By August, 2009 we will encourage teachers to use research proven instructional practices and have teachers align the taught curriculum with written and tested curriculum.

By September/October 2009 we will have had a Equity Walkthrough by District Administrators, Site Administrators, Certificated Staff and Classified Staff using the Equity Walkthrough Checklist which is a tool for evaluating the performance of individual teachers or other personnel. It is also a tool for assessing organizational performance as it relates to providing a culturally, equitable learning environment for all students.

By November, 2009 we will meet by grade level for reflection on effectively using the Checklist to increase student achievement and improve school environment.

By January-June we will continue to conduct Equity Walkthrough with a combined District and site team per established procedures

Materials necessary to implement the Program:

Focus	Materials
Program Specific for Student Use (001)	
Parent (008)	
Professional Dev (024)	district provided Culturally Responsive Pedagogy modules
Technology (001)	
Library (006)	

Professional development activities to implement the Program:

Topic	Presenter/Trainer	In-House	or	Contract	or	Travel/Conference
Equity Walkthrough Checklist process	district staff	[X]		[]		[]
Site Equity Walkthrough	site staff	[X]		[]		[]
District provided culturally responsive training modules	site staff	[X]		[]		[]
C.U.R.M.E.	K. Iyalode Kinney	[]		[X]		[]

Teacher collaboration time to implement the Program:

Activity	Frequency		
	Weekly	Monthly	Other
Teachers will meet to review, monitor and evaluate the implementation of our specific strategy.	[]	[]	

Parent involvement activities to support the Program

Activity	Focus		
	Academics	Community Building	Communications
Hire C.U.R.M.E. consultant (K. Iyalode Kinney) to conduct workshops that will teach parents how to connect school and home in ways that benefit the students, parents and community.	[]	[]	[]
Send weekly/monthly newsletters (in the home language) informing parents of school activities. Conduct monthly meeting at parents' homes or community centers to inform parents of school activities. Host family nights at school to introduce parents to concepts and ideas children are learning in their classes and to share interactive journals	[]	[]	[]
Conduct needs assessments and surveys (in the parents' first language) of what parents expect of the school community. Establish parent-teacher organizations or committees to work collaboratively for the benefit of the students. Conduct home visits in which parents are able to speak freely about their expectations and concerns for their children.	[]	[]	[]

Study trips to support the Program:

Grade	General Focus (e.g., museum, farm)	Link to Program (e.g., poetry, reports)

Other Contracted Services, including assemblies and sports programs, to support the Program:

Grade	General Focus (e.g., museum, farm)

SPSA Monitoring:

Data Collected	Focus <i>(must collect data from at least 2 focus areas)</i>			
	Standards Base-Assessments	Student Work	Program Embedded Assessments	Other
RLA and Math Benchmark Test	[X]	[]	[]	[]
Suspension Rates	[]	[]	[]	[X]
Attendance Rates	[]	[]	[]	[X]
Results of District Equity Walkthrough	[]	[]	[]	[X]
Results of internal walkthroughs	[]	[]	[]	[X]

Categorical funds used to implement the Program: (check all that apply)

<input type="checkbox"/> Title I	<input type="checkbox"/> EIA/SCE	<input type="checkbox"/> Other:
<input type="checkbox"/> Title I parent involvement	<input type="checkbox"/> QEIA	<input type="checkbox"/> Other:
<input type="checkbox"/> EIA/LEP	<input type="checkbox"/> Other:	<input type="checkbox"/> Other:
Estimated Cost for Program:		\$0.00

Coordination of Services

Personnel

The staff included in the table below are the people who make it “all work together” to improve student achievement. These staff members work to support the overall, comprehensive implementation of site-based programs. Resource teachers and instructional assistants should be referenced in the strategy sections of the plan.

Position / Name	Rationale	Funding Source/Amount
Project Assistant / Lola Sims	Coordination of Services- Supports all parts of school in daily operation.	/

Other Coordination of Services Costs (materials, supplies)

The materials/supplies included in the table below are the items that make it “all work together” to increase student achievement. These materials are not intended for use in specific instructional or safety/climate/attendance related programs. Instead, these materials support the overall, comprehensive implementation of site-based programs. Instructional materials, professional development, and study trips should be referenced in the strategy sections of the plan.

Item	Rationale	Funding Source/Amount
Miscellaneous Student Supplies	Student supplies necessary for student achievement	/
School Wide Support Supplies	Materials necessary for a cohesive working school	/
Copy Machine	produce legible copies for students	/

Agreements

The following critical compliance items are in place throughout WCCUSD:

- **Highly Qualified Teachers:** All teachers and paraprofessional involved in our academic programs will meet NCLB's highly qualified requirements. Our site coordinates with the WCCUSD Human Resources Department to ensure compliance with this item.
- **Strategies to attract and retain high quality teachers:** Our site acknowledges the importance of attracting and retaining high quality instructional staff. Our site coordinates with the WCCUSD Human Resources Department to develop programs and strategies to ensure high quality instruction staff want to come to and remain at our site.
- **Learning Center Collaborative Model:** Each WCCUSD school that runs a collaborative model provides a seamless approach to integrating personnel, resources, and teaching strategies to serve at-risk special and general education students. Special education teachers may work with unidentified students and regular education teachers may work with identified students (as long as they are qualified to meet the goals on the students' I.E.P.s).
- Staff development, selected strategies to implement or continue, and materials used are focused on meeting the needs of at-risk and general education students. This information is detailed in the SPSA. Any funds spent to support the model are also outlined in the SPSA. Finally, staff is consistently monitoring and evaluating the effectiveness of the collaborative model so that changes can be made where needed.
- **Parental Involvement:** We recognize that parents/guardians need to be purposely involved in the education of their children. Our school will develop systems and opportunities for parents/guardians to understand the grade level standards and assessments, as well as participate in learning at home and decision-making activities. Many of our parental involvement activities are reflected in our SPSA. The following represents our agreements:
 - Our site provides parents with individual student performance information and assistance with interpretation of the state assessment results through the following activities:
 - Back To School Night: Teachers review curriculum and grade level standards with parents at the beginning of the year. Bilingual Community Outreach Coordinator: Translate for our large hispanic parent population. Parent-Teacher Conferences: Teachers hold individual conferences with parents at which time they review the most current CST scores of student and share relevant student work and academic progress. These conferences are held in November of each year. Open House: Parents are invited to view their students' work from the beginning of the year. Ongoing: Parents are encouraged to make an appointment with their child's teacher anytime to discuss student performance. SST & IEP: Student academic progress and social behavior is discussed at these meetings. During these meetings strategies are shared with parents on how to support their children at home.**
 - Our site provides information and assistance to parents on how to understand academic content standards, assessments and how to monitor academic progress through the following activities:
 - Teaching staff and after school staff host family literacy, family math and family science nights to share with parents academic activities that will help them understand academic content standards. Mary Quintal, writing and language arts consultant, provides staff development for parents on OCR strategies that they can use at home with their children. Parents are encouraged to participate in Equity Walkthroughs of classrooms in order to monitor and report on the academic progress of the school as a whole.**
 - Parents have opportunities to attend meetings to discuss programs and decisions related to their child's academic performance as follows:
 - Parents are informed and encouraged to attend the monthly SSC and ELAC meetings. Verde also holds monthly town house meetings where parents can voice their concerns and receive school information from administrative and teaching staff. Parent-Teacher conferences are held in November of each year where parents can review their child's academic progress with the teacher.**
 - Students who have difficulty attaining proficiency are identified and provided with additional academic help.
 - Parents have the opportunity to submit comments on the SPSA to the LEA if they do not find the plan to be satisfactory.

- **Schoolwide Plans and Homeless Children and Youth:** In accordance with McKinney Vento Federal Homeless Assistance Law, the following actions are taken:
 - Flyers are posted in the front office stating the rights of homeless children and services available. These flyers are made readily available to homeless families.
 - Staff is trained before the start of each academic year on how to enroll and identify homeless students by the district's homeless liaison.
 - Teachers receive yearly training on how to identify warning signs which may indicate homelessness and sensitivity training on the special needs of homeless children and youth.
 - Parents without homes are included in outreach efforts by parent involvement outreach workers for inclusion in school site councils.

Title I Schools Only:

- ✓ Parent Involvement is supported through the development and maintenance of
 - 1) school-level parent involvement policy - Revised on **10/22/09**
 - 2) parent-school compact - Revised on **10/22/09**
- ✓ Our site will hold an annual Title I meeting to
 - 1) inform parents of school's participation in Title I program,
 - 2) explain the requirements of Title I, and
 - 3) explain the rights of parents to be involved. For **2010-11** this meeting is held on:
10/23/09
- ✓ The information distributed at the annual Title I meeting will be made available to all parents through the following activities:
- ✓ We have a flexible number of meetings in order to involve parents in an organized, ongoing and timely way in the planning, review and improvement of Title I programs.

Centralized Direct Services Funded by EIA-LEP

English Learner Services provides the following centralized direct services:

- Assistance with registration materials for the families of potential English learners
- Initial assessment with the CELDT for students with a language other than English on the Home Language Survey
- Primary language assessment for newly enrolled English learners (ELs)
- Annual CELDT testing for all English learners
- English learner data analysis and reports
- Training and materials for English Learner Advisory Committees (ELAC)
- English learner parent education opportunities
- Multilingual District Advisory Committee meetings for ELAC representatives
- Translation of district documents, such as parent notifications and report cards
- Identifying translators and interpreters to meet school needs
- Administration of the Standards-based Tests in Spanish (STS) as required
- Professional development for teachers and administrators regarding English Language Development (ELD) and core instructional methodologies appropriate for English learners
- Extended learning opportunities for English learners
- Support and technical assistance for principals, teachers and paraprofessional staff for effective implementation of the EL programs and services at the school
- Support and technical assistance for the local assessment system (e.g. benchmarks, placement, screening) for ELD and for bilingual programs.

Restructuring Plan – Elementary

Program Improvement Year 5

Schools at year 5 and above of PI are mandated to implement a Board adopted plan for alternative management. For the 2010-11 school year, the I-CAN (Intensive, Comprehensive Assistance Now!) program has been initiated at all WCCUSD elementary Schools in year 5 of Program Improvement. This program has the following specified structure and mandated components designed to provide an academic boost to the most needy students:

- 50 minutes of differentiated instruction in Reading Language Arts five days per week,
- class size for differentiated groupings of no more than 17 for the students at far below and below basic,
- weekly academic assembly model for all students in grades 1 – 3 will continue to be optional in 2010-11,
- weekly planning/collaboration sessions will be held for all staff to review the effective use assessments to target instruction.